2008-09 Annual Report

Submitted by the BC Council on Admissions & Transfer to the
Ministry of Advanced Education & Labour Market Development

May 2009

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

BCCAT

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to the Ministry of Advanced Education & Labour Market Development

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BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

May 2009

Robin Ciceri
Deputy Minister
Ministry of Advanced Education & Labour Market Development
3rd Floor, 835 Humboldt Street
Victoria, BC V8W 9T6

Dear Ms. Ciceri:

On behalf of the BC Council on Admissions & Transfer, we are pleased to present the *2008-09 Annual Report*. This report summarizes the considerable array of projects and activities completed this past year.

The role of the Council is to facilitate admission, articulation, and transfer arrangements in the BC post-secondary system. BCCAT carries out this work in various ways; for example, engaging in research on admissions and student transitions, evaluating the effectiveness of the transfer system and determining where improvements could be made, developing key resources for system stakeholders, providing web tools for post-secondary planning, encouraging policy and practices to support student mobility, and working towards an expanded transfer system in BC. [A chart outlining the major activities of the Council is available in Section 1.5 of this report.]

This year considerable advances were made in the areas of admissions and research, including a number of projects focused on student mobility. As well, several projects that focused on implementing the recommendations of the *Recalibration* project were completed. [See Section 2 for an overview of the work completed this year.]

As we review the progress made in 2008-09, we are encouraged by the support of the Ministry and the ongoing collaboration of our system partners. We look forward to continuing our work in supporting and guiding students through the BC post-secondary system.

Yours sincerely,

Dr. Frank Gelin
Co-Chair and Executive Director

Dr. Dan Birch,
Co-Chair

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1 THE COUNCIL

The BC Council on Admissions and Transfer (BCCAT) was established by the Minister of Advanced Education and Job Training in 1989, and its members are appointed by the Minister of Advanced Education and Labour Market Development.

The Council's mandate is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. The Council executes its mandate without legislative or regulatory authority, a critical factor that enables inter-institutional collaboration.

Specifically, the Council:

- encourages institutions to develop policies and practices that facilitate student mobility, the admission process for direct entry and transfer students, and transferability of post-secondary credit courses;
- develops and provides online resources for students, such as the BC Transfer Guide and Education Planner, and resources for faculty and institutions, such as articulation handbooks;
- mediates transfer disputes and recommends practices designed to eliminate undue barriers to transfer;
- commissions research into the overall effectiveness of the provincial transfer environment; and
- ensures a focus on system quality.

The Council's mandate is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. The Council executes its mandate without legislative or regulatory authority, a critical factor that enables inter-institutional collaboration.

1.1 Council Members (2008-09)[1]

Council Co-Chairs	
Dan Birch	*VP Emeritus, Academic and Provost, UBC, and Consultant, Janet Wright & Associates Inc.*
Frank Gelin	*Executive Director, BC Council on Admissions and Transfer*
College/Institute Faculty	
Bob Harris	*Counsellor, College of New Caledonia*
Karin Kaercher	*Instructor, Criminal Justice, Camosun College*
University Faculty	
Lesley Andres	*Professor, Department of Educational Studies, University of British Columbia*
Robbie Dunlop*	*Senior Lecturer, Earth Sciences, Simon Fraser University*
Public Post-Secondary Institutions	
Neil Coburn*	*Dean of Instruction, Selkirk College*
Lou Dryden	*President, North Island College*
Martin Gerson	*Dean of Instruction, Langara College*
Jody Gordon	*Associate VP, Student Services and Registrar, Kwantlen Polytechnic University*
Paul Harrison	*Associate Dean of Science, University of British Columbia*
Bill Krane	*Associate VP, Academic and Associate Provost, Simon Fraser University*
Paul Madak	*Professor and Dean, Student Success and Enrolment Management, University of Northern BC*
Heather Schneider	*Regional Dean, Central Okanagan, Okanagan College*
Tim Segger	*Vice-President, Administration, University of the Fraser Valley*

(cont'd on next page)

[1] Members appointed as of September 1, 2008, are marked with an asterisk [*]. This year, the following members finished serving on the Council: James Cooke (formerly VP, Student & Institutional Support, Capilano University), Lynda Wallace-Hulecki (formerly Registrar & Executive Director, Student Enrolment, University of Victoria), and Janice Morris (Student Representative).

Private Institutions
Harro Van Brummelen — *Professor of Education, Trinity Western University*

Secondary School Superintendents
Tom Grant — *Superintendent of Schools, Coquitlam Board of Education*

Post-Secondary Students
Karlee Diesing* — *Student, Capilano University*

1.2 Meetings

The Council holds four meetings per year; normally, a maximum of two meetings are held at BC post-secondary institutions to help members gain a wider understanding of transfer issues throughout the system. Council meetings this year were held as follows:

- June 5-6, 2008: BCCAT Offices (BCIT - Downtown Campus, Vancouver)
- October 3, 2008: BCCAT Offices (BCIT - Downtown Campus, Vancouver)
- December 5, 2008: BCCAT Offices (BCIT - Downtown Campus, Vancouver)
- March 6, 2009: BCIT Aerospace Campus, Richmond, BC

Approved minutes are available on the BCCAT website at bccat.ca/publications, and general information regarding the Council is available at bccat.ca/council.cfm.

1.3 Committees

The work of the Council is carried out by five main standing committees:

- Admissions Committee
- Education Planner Advisory Committee
- Institutional Contact Persons
- Research Committee
- Transfer and Articulation Committee

These committees are comprised of Council members and others appointed from within the post-secondary and secondary systems. They are responsible for overseeing many of the projects and activities outlined in this report. Advisory and task-specific groups are established as needed. The mandate and membership of each committee (and any related groups or sub-committees) are detailed in the relevant sections of this report. Committee information is also available online at bccat.ca/committees.cfm.

1.4 Staff Members

The Council's day-to-day operational work is carried out by the following staff members:

- Frank Gelin — *Executive Director & Co-Chair*
- Finola Finlay — *Associate Director*
- Devron Gaber — *Associate Director*
- Mike Winsemann — *Transfer and Technology Manager*
- Jean Karlinski — *Research Coordinator*
- Raili McIvor — *Articulation Coordinator*
- Jennifer Orum — *Special Projects Coordinator*
- Valerie Yorkston — *Executive Assistant and Communications Coordinator*

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

Chart of Major Activities

Admissions & Research

Admissions (Key Tasks)

- examine admissions policies and practices
- collect and disseminate comparative information
- conduct research on admissions, access, and student mobility for registrants and applicants
- encourage information sharing among institutions for enrolment planning purposes
- assist with admissions issues concerning online learning
- assist with admissions issues and information related to secondary/post-secondary transitions
- promote inter-provincial credential recognition
- work in collaboration with the Student Transitions Project (STP), including:
  - chairing the STP Steering Committee
  - overseeing the employment of the STP Manager

Research (Areas of Study)

- policy reviews
- transfer student profiles and studies
- student surveys (outcomes, engagement)
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- applications, admissions, and registrations
- overall transfer effectiveness
- meta-analyses of transfer and admissions research

Transfer & Articulation

Transfer Policy

- Principles and Guidelines for Transfer
- private and out-of-province institutions policies
- other policies

Transfer Credit Evaluation System (TCES)/BC Transfer Guide

- maintain and update TCES
- train system users
- publish and maintain BC Transfer Guide

BC Transfer System

- provide information on system membership
- expand system to cover more courses, programs, and institutions
- enhance inter-provincial transfer
- host Annual Meeting of Institutional Contact Persons

System Collaboration

- liaise with institutions, system committees, BCcampus, and the Ministry of Advanced Education & Labour Market Development
- liaise with other transfer jurisdictions (Canada, US, etc.)

System Quality

- integrate new institutions
- serve on Degree Quality Assessment Board
- establish and monitor values and expectations for all members

Articulation Committees

- produce and distribute the *Articulation Committee Companion*
- receive and review minutes
- assist committees in appointing System Liaison Persons (SLPs)
- host Annual Meeting of Chairs and System Liaison Persons (SLPs)

Articulation Resources

- produce and distribute *How to Articulate* handbook, *Best Practice Guide*, and related resources
- assist with articulation issues (including non-traditional articulation)
- publish articulation-related reports
- mediate articulation disputes

Improving Articulation

- support articulation projects through Transfer Innovation (TI) and Transfer & Articulation Project (TAP) grants
- publish project reports
- implement new articulation agreements
- maintain/update new pathways, grids, guides, or block transfer agreements
- provide training or workshops on articulation
- explore new avenues for articulation of courses and programs

Websites & Communications

Websites

- maintain, update, and enhance BCCAT websites, as appropriate:
  - BCCAT.ca
  - BCTransferGuide.ca
  - EducationPlanner.ca
- Education Planner:
  - establish and monitor contracts for content and technology
  - consult with advisory and user committees
  - explore more efficient means of content management

Communications/Publications

- raise awareness of BCCAT, key resources, and the BC Transfer System
- provide student-focused information and resources
- provide transfer information, FAQs, newsletters and other advising resources, and reply to queries
- publish and distribute newsletters, research, reports/summaries, policy discussion papers, brochures, handbooks, special reports, and an annual report

MANDATE: The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. Specifically, the Council (a) encourages institutions to develop policies and practices regarding the transferability of post-secondary credit courses and programs so that credit granted at one institution can be applied toward credentials at other institutions, and (b) examines issues and data related to capacity, demand, and student mobility and recommends policies and practices related to the admission process for direct entry and transfer students. The Council's collaborative approach to the planning and administration of policies, practices, and projects helps to ensure an accessible and responsive system, and ensures a focus on system quality.

COUNCIL: The Council is funded annually by the Ministry responsible for post-secondary institutions and has no legislative or regulatory authority. Council members are selected from the education system and appointed by the Minister. They strive to achieve the mandate of the Council by serving the overall best interests of the system and do not formally represent any specific institution or constituency.

COMMITTEES: The Council carries out its work with the assistance of a number of standing committees, whose members are drawn from the post-secondary system: Admissions Committee, Education Planner Advisory Committee, Institutional Contact Persons, Research Committee, and Transfer and Articulation Committee. Advisory and task-specific groups are established as needed.

1.5 Chart of Major Activities

See chart provided below.

2 2008-09: AN OVERVIEW

This report presents a detailed account of the projects and activities carried out by BCCAT this past year. The Council's work involves a wide range of activities, all focused on facilitating admission, articulation, and transfer in BC.[2] In 2008-09, considerable progress was made in three main areas of the Council's Work Plan:

- implementation of recommendations arising from the *Recalibrating the BC Transfer System* consultation;
- research on student mobility; and
- a number of projects related to Admissions and Research.

The following highlights are examples of major projects completed in 2008-09.

2.1 Recalibrating the BC Transfer System: Progress on Implementation

In 2008-09, BCCAT oversaw the second year of the implementation phase of this multi-year project. A final report with recommendations was approved by Council at the October 2006 meeting. (See bccat.ca/pubs/recalibration.pdf) A concise summary of the status of the Recalibration project as of March 2009 can be found in Appendix B of this report. This summary outlines progress to date on the recommendations. In addition, we have included another document, in Appendix C, that summarizes 2008-09 activities which relate to expanding the BC Transfer System. The following are examples of the progress made this year on the implementation of those recommendations.[3]

a) New Members Policy: Major Revisions

Major revisions were made to the *Private Degree-Granting Institutions Policy*, now called the *New Members Policy*. This is the mechanism through which private institutions with degrees approved by the Degree Quality Assessment Board (DQAB) become eligible to articulate with other institutions in the BC Transfer System and to be listed in Education Planner on a cost-recovery basis. A significant change in the way we conceptualize and describe the participation of these institutions in the transfer system prompted new terminology. Private, degree-granting institutions are no longer referred to as "Program Members" and no longer listed separately from the longer-standing "Institutional Members" on our websites. These more recent members in the system are now referred to simply as "New Members." The revised policy sets out the principles, standards, and expectations under which all institutions are expected to operate within the transfer system. Full text of the policy is posted at bccat.ca/pubs/newmember.pdf. New provisions revise and clarify the yearly review and monitoring process and ensure that the policy is harmonized with others that address participation in the BC Transfer System.[4]

b) Out-of-Province Institutions – New Policy

Under the terms of recommendation 5.1 of the *Recalibration* report, BCCAT staff members prepared a paper for discussion by the Council and the Transfer and Articulation Committee exploring conditions under which Council might consider applications from out-of-province institutions wishing to enter the BC Transfer System. Through those discussions, and through extensive consultation with the BC Transfer System, a policy was developed which deals with Alberta institutions only. The policy was finalized in fall 2008 and approved by Council at the December 2008 meeting. This policy will be implemented once a similar policy is developed and approved by the Alberta Council on Admissions & Transfer (ACAT), or by September 2009. The policy, *Inclusion of Alberta Institutions in the BC Transfer System*, is available online at bccat.ca/pubs/albertapolicy.pdf.[5]

[2] See the Chart of Major Activities provided on page 9.
[3] See Sections 4.3.1 & 4.3.2 for more details regarding these projects.
[4] See Section 4.3.2.a for further information regarding these revisions.
[5] See Section 4.3.1.a for details.

c) Recording Block Transfer Agreements with PCTIA-Accredited Private Institutions

This policy was established to facilitate the recording, in the BC Transfer Guide, of block transfer agreements with institutions accredited by the Private Career Training Institutions Agency (PCTIA). It is not intended to oblige institutions, public or private, to articulate, but to ensure that, where articulation occurs, appropriate procedures are followed to safeguard the ultimate success of the agreement and the benefit to students. See the policy online at bccat.ca/pubs/PCTIAblock.pdf.[6]

d) BCIT as a Receiving institution

Throughout 2008-09, BCCAT staff worked closely with personnel at BCIT to assist them in reviewing their transfer credit practices as a receiving institution. As part of this project, we provided to BCIT significant information, based on research into CDW and STP data, on student and course mobility. We are pleased that, at the end of this fiscal year, BCIT has developed new processes and practices for the recording of transfer credit internally and is considering how best to integrate that data into the BC Transfer Guide.[7]

2.2 Student Mobility Research

a) Student Flows Among All Public Post-Secondary Institutions

In 2008-09, BCCAT continued its work on student mobility research in partnership with the Student Transitions Project (STP).[8] The 2007-08 Admissions Committee project to determine the flow of students into and among BC public post-secondary institutions over a multi-year period was completed in 2008-09 under the auspices of the STP Steering Committee. This project was designed to provide information on transfers, graduates, concurrent enrolments, stop outs, leavers, and students still studying at the same institution. The project involved two phases: one following the 2001-02 high school graduation cohort from 2002-03 to 2006-07, and the second following all post-secondary registrants during the same time period.[9]

Key findings include:

- 72% of the 2001-02 high school cohort attended public post-secondary institutions within five years, of which 38% had completed a credential.
- 40% of those who enrolled in post-secondary education attended more than one institution, attending an average of 1.6 institutions over the five year period.
- In terms of all public post-secondary registrants, between 15 and 19% switch post-secondary institutions from year to year (student *mobility* rate). That means that 81-85% stay at the same institution (student *stability* rate).
- The most popular institution for movers during the period was BCIT. BCIT was also the top destination for movers from UBC and SFU.

Between 15 and 19% of all public post-secondary registrants switch institutions from year to year (student mobility rate).

[6] See Section 4.3.2.c for more information.
[7] See Section 4.3.1.d for details.
[8] See Section 5.2 for details.
[9] See Section 5.3.1.a for details.

b) Adult Basic Education Student Mobility

BCCAT undertook a project in 2007-08 working with the Ministries of Education and Advanced Education and Labour Market Development to conduct a study on the mobility of the 2004-05 cohort of Adult Basic Education (ABE) students in both the secondary and post-secondary systems up to and including fall 2007, using STP data to track these students. The study was completed in 2008-09.[10]

Key findings include:

- There were over 60,000 students enrolled in ABE in both systems in 2004-05, with about 35,000 in the secondary system and 25,000 in the post-secondary system.
- Post-secondary ABE students are more likely than secondary students to already have a high school diploma before enrolling in ABE.
- ABE students are more likely to be using the post-secondary system to upgrade in specific subject areas and the secondary system to achieve a high school credential.
- Those studying ABE in the post-secondary system transition to post-secondary level studies at higher rates than those in the secondary system.

2.3 Admissions and Other Research Projects

This year a number of projects in the areas of admissions and research were completed. The following are examples of the advances made this year.

a) Where Did They Go? - Post-Secondary Experiences, Attitudes, and Intentions of 2005-06 BC High School Graduates Who Did Not Pursue Public Post-Secondary Education in British Columbia by Fall 2007

Forty-two percent of British Columbia's 2005-06 high school graduation cohort had not registered at a public post-secondary institution by the end of the fall term of 2007. Of these, 2,018 were surveyed in March 2008 in a project co-funded by BCCAT and the Canadian Council on Learning in order to learn more about these graduates.[11] For example, how many applied to or registered at a private post-secondary institution in BC or at an institution elsewhere in Canada? What were the intentions of high school students who did not continue on to post-secondary education after graduation from high school? These and other questions are answered in the full report, which is available online at bccat.ca/pubs/wheredidtheygo.pdf.

These are a few of the key findings:

- 62% of survey respondents had, by March 2008, registered at or applied to a post-secondary institution;
- a further 22% intended to apply to a post-secondary institution (virtually all within the next two years); and
- by extrapolating the survey results and integrating them with prior research conducted by the STP, this study was able to estimate the post-secondary destinations of all of the province's 2005-06 graduates, resulting in a post-secondary transition rate of 78% by March 2008 (about two years after graduation).

[10] See Section 5.3.2 e for details.
[11] See Section 5.3.2 f for details.

b) 2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia

For the fourth time, BCCAT sponsored the analysis of a series of admissions and transfer questions asked of continuing students in the college, university college, and institute sector to better understand their post-secondary experiences. Analysis was undertaken by BC Stats using the 2008 Diploma, Associate Degree and Certificate Outcomes (DACSO) Survey (previously known as the College and Institute Student Outcomes - or CISO - Survey), with permission from the Outcomes Working Group (OWG).

Similar to the 2000, 2002, and 2005 survey results, the 2008 survey found high levels of student satisfaction with their transfer experience (81%). Of those who continued their studies:

- 90% entered their preferred institution.
- 94% entered their preferred program;.
- 84% registered in all the courses they wanted.
- 86% received all the transfer credits they expected.

The 2008 survey found high levels of student satisfaction with their transfer experience (81%).

Differences in the 2008 survey methodology and population compared with previous years do not allow direct comparability of all findings, although comparisons to other survey years are made throughout the report. Future DACSO surveys are expected to be directly comparable to the 2008 survey.[12]

c) BC College Transfer Student Profile Reports

Five years after the last reports were completed, BCCAT again sponsored studies by the four research universities (SFU, UBC, UNBC, and UVic) to undertake a profile of BC College Transfer Students being admitted to their respective universities, this time in the period 2003-04 to 2007-08. Thompson Rivers University will complete its first such report for the same five-year timeframe in spring 2009. These reports describe the number of students entering from colleges, university colleges, and institutes with a "BC College Transfer Student" basis of admission and include demographic and academic performance and completion data with comparisons with students admitted directly from high school, where appropriate. The reports indicate that BC transfer students continue to perform well at the research universities. A newsletter aggregating comparable findings across the 5 reports will be prepared early in 2009-10. The Council's approach to Profile Reports will be reconsidered in future years in light of the changing post-secondary landscape in BC.[13]

[12] See Section 6.2 b for further details

[13] See Section 6.2 c for further details.

3 THE BC TRANSFER SYSTEM

3.1 Institutions in the BC Transfer System

The BC Transfer System consists of the provincial public post-secondary education institutions, and also includes Yukon College and those private institutions and programs which have been approved to participate through a provincial quality assessment process. The following institutions are members of the BC Transfer System.[14]

Fraser Valley

1 Kwantlen Polytechnic University
2 University of the Fraser Valley
3 Trinity Western University (private)

Kootenays/Rockies

4 College of the Rockies
5 Selkirk College

Lower Mainland

6 Alexander College (private)
7 British Columbia Institute of Technology
8 Capilano University
9 Columbia College (private)
10 Coquitlam College (private)
11 Corpus Christi College (private)
12 Douglas College
13 Emily Carr University of Art and Design
14 Fairleigh Dickinson University (private)
15 Justice Institute of BC
16 Langara College
17 Quest University (private)
18 Simon Fraser University
19 Sprott-Shaw Community College (private)
20 University of British Columbia - Vancouver Campus
21 University of Phoenix (private)
22 Vancouver Community College

Northern BC

23 College of New Caledonia
24 Northern Lights College
25 Northwest Community College
26 University of Northern BC

Thompson Okanagan/Cariboo

27 Nicola Valley Institute of Technology
28 Okanagan College
29 Thompson Rivers University
30 Thompson Rivers University, Open Learning
31 University of British Columbia - Okanagan Campus

Vancouver Island

32 Camosun College
33 North Island College
34 Royal Roads University
35 University Canada West (private)
36 University of Victoria
37 Vancouver Island University

Yukon

38 Yukon College

[14] While many of these institutions have more than one campus, this list includes only the main campuses.

3.2 Institutional Contact Persons (ICPs) and Transfer Credit Contacts (TCCs)

Institutional Contact Persons (ICPs) are valuable links between BCCAT and institutions throughout the BC Transfer System. ICPs are institutional representatives who advise BCCAT on administrative matters related to transfer. They also provide and check information on all transfer agreements and assist in passing on transfer-related information to their institutions.

Feedback following the 2008 Annual Meeting of ICPs indicated that participants appreciated the opportunity to connect with others from the system to discuss matters of mutual interest and share best practices.

The Annual Meeting of ICPs is an important opportunity to meet face-to-face with these individuals. The last meeting was held on April 18, 2008. The agenda included an update on the BC Transfer System, information on program-specific transfer guides, a draft policy to include out-of-province institutions in the BC Transfer system, and a discussion on how to deal with pending requests in the Transfer Credit Evaluation System (TCES). Presentations highlighted the Designation policy and the *Best Practice Guide* for receiving institutions, articulation with PCTIA-accredited institutions, and UBC's Transfer Credit Review project.

Feedback following the event indicated that participants appreciated the opportunity to connect with others from the system to discuss matters of mutual interest and share best practices. See bccat.ca/icp.cfm for a summary of last year's meeting, a list of current ICPs, and information about their 2009 Annual Meeting.[15]

Transfer Credit Contacts (TCCs) are people involved on the "front line" of transfer and articulation at their institutions. These individuals provide valuable assistance to the Transfer & Technology Manager, Mike Winsemann, on logistical issues related to the processing of articulation agreements and maintenance of the Transfer Credit Evaluation System (TCES). A number of TCCs also participate in the Annual Meeting of ICPs, due to their significant level of involvement with the BC Transfer Guide and TCES.

[15] See Section 4.2.d for information regarding a joint meeting (with Articulation Committee Chairs and System Liaison Persons) being planned for fall 2009.

4 TRANSFER AND ARTICULATION

4.1 Transfer and Articulation Committee

The Transfer and Articulation Committee (TAC) reviews and approves all Transfer Innovations (TI) and Transfer and Articulation Projects (TAP) and any relevant research projects. The Committee approves all new articulation committees, convenes the annual meeting of Articulation Chairs and System Liaison Persons, assists with the resolution of transfer disputes, and provides advice to Council on matters related to public/private articulation and the expansion of the BC Transfer System.

Committee Members:

Martin Gerson (Chair)	*Dean of Instruction, Langara College*
Sarah Dench	*Director, University Curriculum and Institutional Liaison, Simon Fraser University*
Karen Evans	*Dean, Community Access, Business and Information Technology, University of the Fraser Valley*
Patricia Sackville	*Associate Dean, Academic Studies, British Columbia Institute of Technology*
Kathleen Kielly*	*Registrar, University of Northern British Columbia*
Robert Fleming*	*Associate Vice-President Academic, Kwantlen Polytechnic University*
Trevor Toone	*Principal, Columbia College*
Ian Cavers	*Associate Dean of Science, Curriculum and Learning, University of British Columbia*
Gillian Crowther*	*Division Chair, Capilano University*
Kent Lewis*	*Coordinator and Instructor, English, Capilano University*
Don Gillingham	*Dean of Trades, Technology and Tourism, North Island College*
Tim Haskett	*Director, Academic Advising Centre, Faculties of Humanities, Science, and Social Sciences, University of Victoria*
Tim Segger	*VP, Administration, University of the Fraser Valley*
Rain Zuo	*Student, University of British Columbia*

*The TAC bid farewell with most sincere thanks to outgoing members Kathleen Kielly and Gillian Crowther at the May 08 meeting and welcomed new members Robert Fleming and Kent Lewis at the October 2008 meeting.

4.2 Articulation Committees

There are 68 articulation committees currently approved by the TAC and operating under the sponsorship of BCCAT. The Articulation Coordinator, Raili McIvor, assumes general responsibility for these committees, including communicating with them, disseminating information, and ensuring they have the support and resources that they require to operate effectively.

Staff members attended 19 articulation committee meetings this year and also responded to requests for information and support from many others. A summary of all minutes submitted for the 2008 meetings bccat.ca/articulation/summary.cfm highlights common themes and trends in discussions in 2008-09.

One main task this year was for the Articulation Coordinator to update and organize BCCAT's articulation committee records to get a sense of where further assistance may be needed. Now that the records have been updated and maintained with a tracking mechanism, some general conclusions can be drawn about articulation committee activities.

a) Articulation Committee Accountability and Reporting

Articulation committees have a responsibility to maintain contact with BCCAT, to report changes in their leadership structure, to meet responsibly and regularly, and to submit meeting minutes in a timely fashion. A review of BCCAT's 2008 records shows that 74% of approved articulation committees submitted meeting minutes and 65% reported their meeting dates and/or changes in leadership.

b) Articulation Committee Companion

The Articulation Coordinator undertook a thorough review of the *Articulation Committee Companion*, the handbook designed to provide assistance and guidance to articulation committees. Every few years this handbook needs updating and reprinting, as committees, policies, and processes change and evolve. This revision represents Edition 6 of the *Companion*. A draft is ready for finalizing, and it is anticipated that the new edition will be published shortly.

c) Articulation Committee Issues

The Welding articulation committee is advising on an ongoing project to update welding learning materials. The project is proceeding on-time and on-budget, and it appears that other committees may wish to adopt a similar model in future.

Defining the role and mandate of articulation committees with respect to letter writing campaigns was a significant point of discussion this year. The TAC agrees that committees have a role to play in advocating for their disciplines but advises that specific actions should not be taken on behalf of the committees themselves. The mandate of articulation committees is articulation and, where group action is desired, BCCAT and/or the TAC should be consulted for advice.

The TAC passed motions this year to formally delist three articulation committees that have not met in several years and for which no appropriate support was voiced from the post-secondary community. The Film Studies, Travel Programs, and Outdoor Power Equipment/Motorcycle/Marine articulation committees have been declared inactive and delisted.

d) The Annual Meeting of Articulation Chairs and SLPs

The *2009 Annual Meeting of Articulation Committee Chairs, Co-Chairs and System Liaison Persons (SLPs)* will be combined into one event with our *2009 Annual Meeting of Institutional Contact Persons (ICPs)* and will take place on November 6th, 2009.

We have traditionally hosted the annual chairs meeting in February and the annual ICPs meeting in April but have decided to hold a joint meeting in fall 2009 for the following reasons. Looking ahead to the winter Olympics in February 2010, it will not be practical to host a large meeting of out-of-town attendees at that time. Knowing this, we are looking at 2009 as a year to experiment with alternate times of year and formats. We also want to raise awareness among both the articulation committees and the ICPs of each other's activities, and a joint meeting would help connect these two groups. Both annual meetings often share some of the same content, so joining the two may also be very efficient and practical.

The 2009 Annual Meeting of Articulation Committee Chairs, Co-Chairs and System Liaison Persons (SLPs) will be combined into one event with our 2009 Annual Meeting of Institutional Contact Persons (ICPs) and will take place on November 6th, 2009.

4.2.1 Transfer Innovations (TI) and Transfer and Articulation (TAP) Projects

Transfer Innovations (TI) projects are undertaken by articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer by recommending innovative approaches or providing better information on transfer options and pathways within that subject area. The TI program includes projects such as Flexible Pre-majors and Block Transfer. Through the Transfer & Articulation Project (TAP) Fund, BCCAT supports and coordinates projects that improve transfer but do not fit the criteria outlined for TI projects. TAP projects normally focus on the development of information resources (such as brochures or websites). Four TI-funded projects were completed during 2008-09. Jennifer Orum, Special Projects Coordinator, works with project teams to ensure that contracts are completed and that committees receive the support they need as they undertake this important work. In addition, she ensures that projects previously completed are updated appropriately.

a) Earth Sciences/Geography First Year Outcomes Project (TI)

The BC Colleges and Universities Earth Sciences Articulation Committee (BCCU-ESAC) and the Geography Articulation Committee decided to address long-standing transfer problems involving first year Geography and Geology courses at BC universities, university colleges, and colleges. The project report clarifies the difference between Geography and Geology course material and identifies specific transfer problems being experienced by students. It outlines Core and Supplementary Learning Outcomes for First Year Physical Geography, First Year Physical Geology, and First Year Combined Geology/Geography. The report recommends that these learning outcomes be incorporated into the first year courses by all BC post-secondary institutions, both when courses are initially designed and when they are later modified, and that receiving institutions grant full transfer credit for courses whose outcomes parallel the learning outcomes identified. The report includes a description of the process to be followed by the Earth Sciences and Geography articulation committees to ensure the First Year Outcomes are reviewed and updated on a regular basis. The full report can be found at bccat.ca/pubs/esacoutcomes07.pdf.

b) Applied Business Technology/Office Administration (ABT/OA) Legal Administrative Assistant Transfer Guide (TI)

The focus of this project was to create a transfer guide that will provide students in Legal Administrative Assistant programs the information they need to transfer credit for both onsite and online courses. The multilateral transfer grids include an outline of the "common learning outcomes" for each course category as well as the courses considered to be equivalent across the ten colleges and universities participating in the project. The full report can be found at bccat.ca/pubs/ABTPathways.pdf.

c) Communications Core Aims for First-Year Written Communications (TI)

The Communications Articulation Committee (CAC) concluded that a clear description of what a successful student should be able to do at the end of the first-year Communications course would greatly assist in determining equivalence of existing and future courses in written communication. The CAC's intention was not to establish a standard curriculum for first year courses, but rather to recognize an agreed-upon set of objectives that will assist in identifying equivalencies, both when articulating communication courses for transfer purposes and when determining transfer on a case-by-case basis. The report outlines core aims for five areas: reading; writing; content and organization; style; and research and documentation. The full report can be found at bccat.ca/pubs/Communications-Core-Aims-2008.pdf.

d) ESL/English Canadian Language Benchmarks (TI)

The goal of this project was to describe in Canadian Language Benchmark terms the minimum language competencies that second-language students require to function successfully in first-year English courses. The researchers analyzed data from four public post-secondary institutions, two colleges and two universities, collected through classroom observations, instructor and student interviews, and assignment and student writing samples. The compiled data provide a full description of the listening, speaking, reading, and writing requirements of first-year English courses.

The report includes recommendations for ESL and English instruction, as well as the provincial transfer system. Given the importance of this research and the implications for the BC post-secondary system, BCCAT published a newsletter summarizing the project, its findings and recommendations. The newsletter can be found at bccat.ca/pubs/esl.cfm, and the full report is available at bccat.ca/pubs/ESL-Benchmarking-1st-yr-English.pdf.

e) Increase in Transfer Innovations Project Funding Maximum

The $10,000 maximum allowance for TI projects was originally established ten years ago to roughly equate to the value of a college instructor's one-course release. Based on a recent survey of institutional course release costs, it was found that in many cases the $10,000 does not allow for a full course release, plus things such as travel expenses for members of project steering committees. This is problematic since complex projects, such as Flexible Pre-majors, may require both a project coordinator on significant release plus in-person meetings needed to facilitate the complicated analysis and consensus building necessary for a successful project. The Transfer and Articulation Committee agreed to increase the maximum TI funding to $15,000, on the basis that while this may result in fewer projects being funded, higher quality outcomes will be facilitated.

4.3 Transfer & Articulation Projects & Activities

4.3.1 Recalibrating the BC Transfer System: Implementing the Recommendations (Year 2)

We are now in the second year of the implementation phase of this multi-year project. A final report with recommendations for action/next steps was approved by Council at the October 2006 meeting and is located at bccat.ca/pubs/recalibration.pdf. A concise summary of the status of the *Recalibration* project as of March 2009 is provided in Appendix B of this report. This summary outlines progress to date on the recommendations. In addition, we have included another document, Appendix C, that summarizes all the items in this year's workplan related to the efforts underway at BCCAT to expand the BC Transfer System. The *Recalibration* recommendations regarding public/private articulation are outlined in Section 4.3.2 below.

a) Out-of-Province Institutions

Recommendation 5.1 of the *Recalibration* report is that "BCCAT staff prepare a document for discussion at the TAC and Council that outlines the conditions under which Council would entertain an application from an out-of-province institution that might apply for inclusion in the BC Transfer System." In the course of developing the policy we consulted widely within the BC Transfer System and received much valuable advice. As a result, the policy has evolved to become one which deals with the admission of Alberta institutions only. The policy was finalized in the fall and was approved by Council at its December meeting. Council decided to delay implementation until the Alberta Council on Admissions and Transfer (ACAT) approves an equivalent policy for BC institutions (currently under consideration), or until September 2009, whichever comes first. A copy of the policy, *Inclusion of Alberta Institutions in the BC Transfer System*, is available online at bccat.ca/pubs/albertapolicy.pdf.

b) Designation as a Receiving Institution/Designation Policy Phase I

The major recommendation coming out of the Recalibrating consultation was to eliminate, over time, the distinction between sending and receiving institutions in the BC Transfer Guide. At the same time, system members requested that we implement this process in an orderly fashion and manage the transition so as to minimize the impact on institutional resources. BCCAT decided to concentrate first on developing a process whereby institutions currently designated as sending-only could request BCCAT to change their status in the Transfer Guide to both sending and receiving. The new policy, *Designation as a Receiving Institution in the BC Transfer Guide*, was approved by Council in March 2008, and this project is now in the implementation phase. A complete package of information was sent to all institutions and so far BCCAT staff have met with three institutions that have expressed interest in the receiving institution designation.

c) Best Practice Guide for Receiving Institutions

The decision to produce a best practice guide for receiving institutions grew from the advice we received from stakeholder groups on lifting the restrictions on designating institutions as either sending or receiving institutions in the BC Transfer Guide. Stakeholders told us that one of the best services we could provide was a resource offering as much information as possible about the practices, processes, policies, and resources required of receiving institutions. We contracted with Nick Heath, former Director of Admissions from Simon Fraser University, to research and write the Guide. This handbook, *Best Practice Guide: A Resource for Receiving Institutions*, has now been published. Copies have been sent to all BC Transfer System institutions and it has been very well received. The handbook is available online at bccat.ca/pubs/receiving.pdf.

The decision to produce the *Best Practice Guide* for receiving institutions grew from the advice we received from stakeholders who told us that this would be one of the best services we could provide to the system.

d) BCIT Transfer Credit Project

BCIT initiated the Transfer Credit Project in 2008 "to support student enrolment by improving access to course transfer credit information and to improve service for students who apply for course credit at BCIT." BCCAT personnel have worked closely with the BCIT team implementing this project. Initial project objectives included reviewing BCCAT's articulation process and BCIT's transfer credit process and record-keeping practices, having BCIT acquire "receiver status" in the BC Transfer System, and populating the BC Transfer Guide with BCIT's commonly credited "receiver" courses. An implementation strategy change was made six months into the project, mainly because universities that are major "senders" to BCIT are designated as only "receivers" and not "senders" in the transfer system. A decision was made that the articulation database would be created on BCIT's Banner System, with a web interface allowing prospective students and the public to view the data at this time. The next step will be consideration of how to integrate that data into the BC Transfer Guide.

e) University-to-University Transfer/Designation Policy Phase II

This year we concentrated on gathering data on the scope of the role of universities as sending institutions, both to each other and to other institutions. Analysis of STP data has revealed considerable movement of students out of universities and into BCIT and the large Lower Mainland colleges. What is not clear is whether these students wanted or sought transfer credit, what programs they were in, and what their reasons or objectives for moving to another institution might have been. Much work remains to be done to try to get a clear picture of the role of universities as sending institutions within the BC Transfer System. Another project involved asking universities to quantify the number of records of transfer credits awarded in their internal databases. The finding of this inquiry were that UBC, UVic, and SFU all have large databases and have protocols in place to award transfer credit on a case-by-case basis when students transfer between them. Finally, we met by teleconference with the Registrars (or designates) of the four research universities to explore the topic of universities as receiving institutions and to guage whether or not there is interest at this time in seriously examining sending institution designation. The meeting resulted in an understanding that the registrars do not have convincing evidence at this time that a solid business case exists for such a fundamental shift in the roles they play within the BC Transfer System.

4.3.2 Public/Private Articulation

BCCAT's mandate includes responsibility for coordinating articulation between private and public institutions. Accordingly, BCCAT has been active in 2008-2009 on a number of fronts, as outlined below.

a) New Members Policy: Major Revision

In 2008 BCCAT revised the policy under which new institutions are admitted to the BC Transfer System. The complete policy is online at bccat.ca/pubs/newmember.pdf. The most significant changes were:

- New members are no longer referred to as "Program Members."
- All new members are now listed alphabetically with all other members in the list of institutions that constitute the BC Transfer System, rather than listed separately at the bottom of the page. (See bccat.ca/transfer/index.cfm.) We understand that our new members are pleased with this change.
- The revised policy emphasizes that membership in the BC Transfer System is contingent upon successful completion of a quality assessment process acceptable to the Council and lists those processes which have been deemed acceptable to date. More detail on this aspect of the policy is available at bccat.ca/transfer/membership.cfm.
- The new policy makes explicit that, taken together, the *New Members* policy, the *Contract/Letter of Assurance*, and the *Principles and Guidelines for Transfer* describe the norms, standards, and expectations for all members of the BC Transfer System, public or private.
- Some new language was added to govern the future inclusion of Alberta institutions and to exclude programs and courses delivered through partnerships rather than exclusively by member institutions.
- New Members are eligible to apply for inclusion in Education Planner on a cost-recovery basis.
- The DQAB is recognized as the regulating body. The new policy states that "For those new members admitted though the DQAB process, BCCAT will provide input for those reviews by reporting annually to the DQAB on each new member's articulation activities, on its adherence to the *Letter of Assurance* and to the *Principles and Guidelines for Transfer*, and on any other matters relevant to its membership in the BC Transfer System."
- The new policy ensures harmonization between admission to the BC Transfer System and admission to Education Planner.

This new policy has now been implemented and we have gone through the first round of providing input to the DQAB annual review of institutions with degree authorization. This year we have continued to work with our new members to encourage them to articulate in the way that is most appropriate to their programs and anticipated transfer patterns. Helping these new institutions to integrate more effectively into the BC Transfer System has necessitated considerable communication and staff time.

This year we have continued to work with our new members to encourage them to articulate in the way that is most appropriate to their programs and anticipated transfer patterns.

b) New Members Update

Most New Members faced some student recruitment, enrolment, and retention challenges this year. Perhaps because of the need to address recruitment priorities, few new members participated to any significant extent in articulation activities. The University of Phoenix announced in early September 2008 that they are phasing out operations in BC and Alberta. Classes will continue to serve approximately 300 currently enrolled students in BC but no new students will be admitted. Two institutions reported changes in ownership.

c) Articulation with PCTIA-Accredited Private Institutions

Last year we developed a draft proposal under which block transfer agreements between members of the BC Transfer System and PCTIA-accredited private institutions could be recorded and asked for advice and input from system groups. The final draft of the proposed policy was approved by Council at its June 2008 meeting. Once we had developed some supporting documentation, we disseminated the information widely throughout the system and have now recorded the first agreement in the BC Transfer Guide. (The policy is available at bccat.ca/pubs/PCTIAblock.pdf.)

d) Public/Private Articulation: General Facilitation Activities

BCCAT staff responded to numerous phone calls and emails requesting information on matters relating to public/private articulation. We also provided advice to Fraser International College as that institution prepared to apply to the Degree Quality Assessment Board (DQAB) to offer an associate degree program. Staff attended the annual conference of the BC Career Colleges Association (BCCCA) and met with the Executive Director of that organization on several occasions. We also worked with private institutions that have block transfer agreements with public institutions to facilitate the recording of those agreements, and we attempted to promote better communication between public and private providers in one health program.

Staff also offered advice and assistance to BC's Provincial Nominee Program, Citizenship and Immigration Canada, Stenberg College, Vancouver Premiere College, and Link BC and its "Education Affiliate" institutions (Eton College, Sooke Adventure Tourism School, Sprott-Shaw Community College, Canadian Tourism College, and Vancouver Premiere College). This latter group also consulted with us at length on a proposal for a new articulation committee for private tourism and hospitality colleges.

e) Articulation Framework

This handbook will assist private institutions to orient themselves to the norms and expectations of the BC Transfer System. It is designed to be a practical resource for institutions intending to apply for degree authorization through the DQAB process, or for career colleges wishing to conclude block transfer agreements with public institutions. The handbook will also reference participation in research on student mobility and the assignment of student Personal Education Numbers (PENS). A first draft is complete and it is anticipated that the document will be finalized and published in summer or fall 2009.[16]

f) Inter-Sectoral Familiarization

While we strive to ensure that private institutions are inducted into the "culture" of the BC post-secondary system, it is equally important to ensure that those in public institutions have some understanding and appreciation of the prevailing norms in private institutions. This year we focused on facilitating communication between the public and private sectors.

We disseminated information on the PCTIA accreditation process and provided names to PCTIA of public-sector deans willing to serve on accreditation teams. The BCCAT Articulation Coordinator participated on one of these teams. We continued to work with articulation committees to promote the inclusion, as appropriate, of representatives from the private sector. In addition we planned a four-page *Special Report* to highlight examples of successful public/private articulation agreements, which is now in draft form.

[16] See also Section 5.3.2.d for further details related to this item.

4.3.3 Other Activities and Issues

In the course of our work supporting the BC Transfer System, many initiatives, issues, and activities arise from week to week which require the expenditure of staff time and Council resources. The following are some of the noteworthy items from this year.[17]

a) Third Best Practice in Transfer Credit Administration Workshop

This year we were hoping to participate in the third annual workshop. Having played a lead role in 2006 and participated on the planning committee for the workshop held in October 2007, we were looking forward to the BC Associate Registrars and Managers Association (BCARMA) taking over the organization of this workshop. However, despite a desire to continue, the group was unable to mobilize sufficiently to field a steering committee with the result that this workshop did not take place this year.

b) Articulation Mediations and Facilitations

Each year, staff members are called upon to provide support and assistance to institutions as they work through difficulties that arise in articulation relationships. This year, we participated in discussions and meetings related to several issues. We helped to mediate a resolution to transfer disputes in nursing and creative writing, and we provided assistance to one institution as they worked through a difficult dual credit issue that threatened to disrupt articulation relationships between colleges.

c) Federal Public Service Commission Requirements for "University" Courses

Last year, in responding to a student request for information and support, we became aware of stipulations in the Canadian Public Service Employment Qualifications frameworks that referenced the need for degrees (and courses applied to those degrees) to be from a "university." As a result of BCCAT intervention, the next iteration of the recruitment poster had appropriate language to replace the "university" requirement. However, the underlying qualifications standards (QS) documents remain unaltered. We have written once again to the President of the Public Service Commission asking whether there are plans to undertake appropriate revisions to the QS document, what the timelines might be for those revisions, and how the Public Service Commission is ensuring that the kind of discrimination faced by the student whose case we cited last year would not be experienced by other applicants in the future. The response received indicated that the qualifications framework was now under review.

d) Associate Degrees

In recent years, and largely by default, it has fallen to the Council to provide support and information regarding the associate degree. This involves dealing with a range of issues pertaining to this credential. Every year the Council receives and responds to numerous enquiries, such as requests for advice on institutional policy or clarification of requirements. This year was no exception and staff provided advice on specific transfer issues, and in particular on the effect of one institution's practice of awarding numerous unassigned arts credits to courses which are not actually arts courses.

[17] One project, regarding the Business Management Transfer Guide, is not included here; it is discussed under Section 7.2 c. Another project, the reprint of the *How to Articulate* handbook, was not completed this year. Unfortunately, we were unable to devote the time to a comprehensive review of this publication. The project will therefore carry forward to 2009-10.

5 ADMISSIONS

5.1 Admissions Committee

The Admissions Committee provides expert advice to BCCAT and examines issues pertaining to capacity, demand, and student mobility and recommends policies and practices that facilitate the admission process for direct entry and transfer students within the BC post-secondary system. Its work is intended to be of benefit to institutions for enrolment planning, government for system planning, and students for education planning.

2008-09 was a heavy year for admissions-related projects as reflected in the Admissions Committee 2008-09 Work Plan. Progress made on these projects is described in this section.

Committee Members:

James Cooke (Chair)	*Vice President, Student & Institution Support, Capilano University (until August 2008)*
Jody Gordon (Chair)	*Associate Vice President, Student Services and Registrar, Kwantlen Polytechnic University (beginning September 2008)*
Andrew Arida	*Associate Director, Enrolment, University of British Columbia*
Lisa Domae	*Vice President, Student and Educational Services, North Island College*
Doug Francis	*Vice Principal, Sentinel Secondary School*
Bob Harris	*Counselling Coordinator, College of New Caledonia*
Paul Harrison	*Associate Dean of Science, University of British Columbia*
Greg Lee	*President, Capilano University*
Mario Mazziotti	*Director, Institutional Research, BC Institute of Technology*
Michael Lattimer	*Counselling Department Head, Sir Winston Churchill Secondary School*
Jan Lindsay	*Vice President, Education, Douglas College*
Rick Monaghan	*Coordinator, Advising Centre, Vancouver Island University*
Donna Moore	*Associate Director, Admissions, Simon Fraser University (until July 2008)*
Kate Ross	*Senior Director, Enrolment Services and Registrar, Simon Fraser University*
Lynda Wallace-Hulecki	*Registrar and Executive Director, Student Enrolment, University of Victoria (until March 2009)*

5.2 Student Transitions Project (STP)

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education (MEd) and Advanced Education and Labour Market Development (ALMD) and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system to answer research questions on student transitions. The STP is managed by a Steering Committee with members from both Ministries and from post-secondary institutions. BCCAT has had a representative, Devron Gaber, on the STP Steering Committee since September 2005.

The Council's work in admissions and student mobility research and the work of the STP have merged over the last few years because the STP has a formal agreement among all partners to share data for research purposes and has dealt with Freedom of Information considerations. As in the previous year, some of the projects in the 2008-09 Admissions Committee Work Plan with a focus on student mobility became part of the STP Work Plan, and these projects were carried out under the auspices of the STP Steering Committee and its subcommittees, working closely with BCCAT staff and using BCCAT funding where required. The STP has seconded a Project Manager, Joanne Heslop from SFU, since January 2008, and the Manager has been able to devote time to working on some of the projects on the Admissions Committee Work Plan.

5.3 Admissions Projects

The following Admissions Committee projects were completed or almost completed in 2008-09. Projects involving STP data may not be completed within the fiscal year because they rely on the cycle of institution reporting and the time required for the STP to check and match data. The role of the STP in these projects is described as appropriate. The purpose of projects involving student mobility and applicant flows is to provide institutions and government with reliable data that can assist in planning.

5.3.1 STP-Related Projects

a) Student Flows Among All Public Post-Secondary Institutions

The 2007-08 Admissions Committee Work Plan included a project to determine the flow of Grade 12 graduates into and among BC public post-secondary institutions over a multi-year period, using K-12 data from 2001-02 to 2005-06 and post-secondary data from 2002-03 to 2006-07. The project was designed to provide information on transfers, graduates, concurrent enrolments, stop outs, leavers, and students still studying at the same institution. The project was conducted under the auspices of the STP Steering Committee.

The 2007-08 project was completed in 2008-09 in two stages. The first stage involved following the *2001-02 high school graduation cohort* of 43,360 graduates into and among public post-secondary institutions up to 2006-07. This research resulted in the release of a highlights newsletter and report. The second stage of the research involved doing a similar study on the movement of *all registrants* at post-secondary institutions during the same time period, which resulted in the release of a highlights newsletter. All three documents are available at aved.gov.bc.ca/student_transitions.[18] Additional documents and pivot tables for this research are available on the STP password-protected website.

The 2008-09 Admissions Committee Work Plan included a further study on the movement of students among public post-secondary institutions by adding 2006-07 data for secondary and 2007-08 data for post-secondary students. The project, which should be completed in spring 2009, will result in a set of pivot tables and a highlights newsletter. The project will build on the previous year's research by adding program data to understand student movement at the program level. The STP plans to conduct this research on an annual basis.

b) Mobility of Transfer Students in 2007: Newsletter

The 2007-08 research on the mobility of transfer students was not fully completed within the fiscal year because of a lack of finalized data, although initial pivot tables had been released in January 2008. The pivot tables and newsletter for this research were completed in 2008. The newsletter can be found at bccat.ca/pubs/rr_mobility08.pdf.

c) Mobility of Transfer Students in 2008

BCCAT has conducted several years of research on the number of potential and eligible transfer students in colleges, university colleges, and institutes and the movement of those students to universities in the subsequent year. Eligible transfer students are those students who have taken or are enrolled in at least 24 credits of coursework in the BC Transfer Guide and who have a minimum Grade Point Average of 2.0. Since 2006-07, these studies have been conducted under the auspices of the STP Steering Committee with funding from BCCAT and advice provided by the STP's Mobility of Transfer Students Subcommittee.

BCCAT continued this line of research in 2008-09 under the direction of STP's subcommittee, using data from universities for calendar year 2008. The data were finalized in March 2009. Pivot tables will be released on the STP password-protected website in early April 2009, followed by the release of a highlights newsletter in spring 2009. Particular emphasis will be placed on the trends in the number of eligible and successful transfer students.

[18] See key findings under Section 2.2.a of this report.

d) Expanding Applicant Flow Studies to More Post-Secondary Institutions

BCCAT has been making efforts since 2004-05 to explore the feasibility of expanding applicant studies to include a broader set of post-secondary institutions and to ensure that applicants were receiving Personal Education Numbers (PENs). In 2007-08, the STP Steering Committee assumed responsibility for applicant research with the formation of the Applicant Research Subcommittee, which includes institutional and ALMD representatives and BCCAT staff. In fall 2008, the majority of Central Data Warehouse (CDW) institutions submitted applicant data to the CDW for the second time, and the data were analyzed by ALMD staff along with registrant data from universities. The results will be posted on the STP password-protected website in April 2009.

In 2008-09, the subcommittee conducted a survey of registrars to determine the level of applicant information available for two program areas, nursing and carpentry. The goal of the exercise was to determine at the program level if it was possible to answer questions on supply of and demand for spaces on a system-wide basis. The results of the survey showed that there were different business practices employed by different institutions, particularly in the area of determining if applicants were qualified.

The subcommittee prepared a report (posted on the STP password-protected site), using TRU data and focusing on nursing, which answered a series of enrolment questions based on applicant data from CDW institutions and registrant data from all public post-secondary institutions, including universities. Applicant data were not submitted by universities. The report, which was presented to the BC Registrars Association (BCRA) in February 2009, showed that most of the questions could be answered and resulted in useful information for planning purposes. However, being able to answer questions of capacity and demand in their entirety was inhibited by differing business practices and a lack of clarity on nursing seat capacity across the system. The STP plans to continue piloting applicant research in 2009-10.

The subcommittee prepared a report, using TRU data and focusing on nursing, which answered a series of enrolment questions based on applicant data from CDW institutions and registrant data from all public post-secondary institutions, including universities. The report showed that most of the questions could be answered and resulted in useful information for planning purposes.

e) Working with Ministries on PENning of Students in Public and Private Post-Secondary Institutions

BCCAT has been working with the BCRA and the Ministry of Education (MEd) since 2004 to have Personal Education Numbers (PENs) assigned by MEd to all registrants and applicants at public post-secondary institutions on a regular basis, which is a necessary precondition of conducting STP research. As a result of past efforts, almost all public post-secondary institutions now have PENs assigned regularly to registrants and applicants. However, issues remain regarding the process for validating PENs, and these issues have impacted STP research because of a lack of finalized data.

BCCAT worked with the STP Steering Committee to host a workshop in June 2008 on the PEN submission and validation process, with representatives from post-secondary institutions and MEd in attendance. The session resulted in the formation of a subcommittee, under the leadership of ALMD, to resolve issues surrounding the submission of PENs. The subcommittee met throughout 2008-09 and made progress on PEN issues. As well, all institutions submitted data with validated PENs on time in fall 2008.

At present, MEd does not assign PENs to students in private institutions in BC although legislation has been passed enabling that to occur. It is important to include students from private institutions in student mobility research if we are to develop an understanding of the role that these institutions play in educating BC students. BCCAT met with

ALMD officials to discuss how to proceed with providing PENs to students in private institutions. ALMD staff have taken the lead in exploring the legislative requirements of beginning this expansion with a subset of private institutions. Based on advice from the STP, ALMD will approach these institutions both with a list of data elements required for PENs and with a full list of data elements now collected by the STP from public institutions to determine which elements private institutions would or would not be able to provide. Discussions with private institutions will continue into the next fiscal year.

f) Involvement on STP Steering Committee

The Associate Director continued his role as the Chair of the STP Steering Committee He also continued as direct supervisor for the STP Manager, who was under secondment to ALMD from SFU. Considerable effort was expended in 2008-09 working with SFU and ALMD officials on an arrangement by which the STP Manager will be able to continue her work under secondment to BCCAT beginning in the next fiscal year. The Associate Director and BCCAT's Research Coordinator also participated on two STP subcommittees.

g) Support for STP Meetings

BCCAT provided funds for two STP symposia held with BCRA members and Institutional Research Directors in June 2008. BCCAT also provided funds to host all STP Steering Committee meetings held in the BCCAT Boardroom and the meetings of two STP subcommittees.

5.3.2 Other Admissions-Related Projects

a) Reporting on Program Data in the STP Data Set at a More Granular Level

The STP file for CDW institutions has included six-digit Classification of Instructional Programs or CIP level program data, which results in a high level of granularity. Universities have been reporting to the STP at the broad faculty level. The 2008-09 Admissions Committee Work Plan included a project to encourage the STP to move towards greater uniformity in the reporting of program data so that student movement could be tracked at the program level.

The universities submitted CIP data to the STP in fall 2008 for the first time. This data has been included with CIP data from CDW institutions in the merged file for 2008-09. The analysis and reporting of 2008-09 data will include reporting on movement of students at the program level.

b) Macro-Level Analysis of Data Available on the Transfer Student Population

Questions have been raised recently about the state of the BC Transfer System in light of the changing post-secondary landscape. To help answer these questions, BCCAT contracted with Walter Wattamaniuk to conduct a thorough review of recent BCCAT and STP research as it relates to transfer students. The purpose of the review was to develop a more complete understanding of what has happened to transfer student enrolment in the 2000s in light of the broader context of secondary and post-secondary enrolments. Research data analyzed included information on trends in direct entry enrolment in research universities and any fluctuations as a result of dropping GPA entry requirements; direct entry enrolment in colleges, special purpose universities, and institutes, specifically in Arts and Science programs; the number of students transferring from colleges, special purpose universities, and institutes to research universities, either with transfer as the basis of admission or in other admissions categories; and the number of students remaining at colleges, special purpose universities, and institutes to complete degrees.

The project was not completed in 2008-09 because it will incorporate the most recent STP data up to and including fall 2008, which was not available until March 2009. The report, which will be posted to the BCCAT website in spring 2009, will inform future research on the transfer student population.

c) Determining Mobility of Students in Central Data Warehouse (CDW) Institutions at the Course Level

In 2007-08, BCCAT undertook a project to analyze CDW data on the number of courses carried by students who move between CDW institutions (colleges, university colleges, and institutes) so as to help inform BCCAT and institutions in assessing whether or not the BC Transfer Guide should be expanded to include some of the colleges and institutes as receiving institutions (university colleges were already receiving institutions). The data and analysis revealed that there may be sufficient evidence for some institutions to move some of their course transfers from a case-by-case to an articulation basis for transfer. The report was posted to the BCCAT website in April 2008 and a newsletter outlining key findings was released in September 2008. See bccat.ca/pubs/coursescarried.pdf and bccat.ca/pubs/rr_coursescarried08.pdf.

d) Student Mobility between Public and Private Institutions

BCCAT staff members are developing a Private Institutions Articulation Framework to assist private institutions to orient themselves to the norms and expectations of the BC Transfer System (see Section 4.3.2.e). The handbook will reference what is involved in participating in research on student mobility and the assignment of student PENS. This information on student mobility will be informed by efforts being made by ALMD and the STP regarding the PENning of students and the submission of data for mobility research by a select number of private institutions (see 5.3.1.e). The handbook is due for completion by summer or fall 2009.

e) Adult Basic Education Student Mobility

BCCAT began a study in 2007-08 on the mobility of the 2004-05 cohort of Adult Basic Education (ABE) students in both the secondary and post-secondary systems up to and including fall 2007, using STP data to track these students. BCCAT combined its efforts with those of the two education ministries (MEd and ALMD) who had embarked upon a project to identify a cohort of ABE students in both systems. BCCAT provided funds and contracted with Jill Lawrance for the analysis of data and preparation of a report, which was completed in 2008-09 and is available at bccat.ca/pubs/ABEstudentmobility2004-05.pdf. The study provides evidence on the number of students enrolled in ABE in both systems, the amount of time students spend in ABE, and the transition rates of these students to further post-secondary programs. The two ministries involved intend to continue similar research on the ABE population in the future.[19]

f) High School Graduates Who Do Not Transition Immediately to Public Post-Secondary Education Institutions

In 2007-08, BCCAT embarked on a project co-funded with the Canadian Council on Learning (CCL) to survey 2005-06 BC high school graduates who *did not* enrol in a BC public post-secondary institution by the end of the fall term of 2007. This research builds on the Student Transitions Project (STP) data on high school students who *do* go on to post-secondary study and a survey undertaken by the Fraser Region Consortium or FRC (Douglas College, Kwantlen University College, Simon Fraser University, and University College of the Fraser Valley — as they were known at the time), which examined the further education destinations, intentions, and attitudes of 2003-04 BC high school graduates from the Fraser Region of the province who did not transition to public post-secondary education in BC by the following year. The BCCAT/CCL research was undertaken to better understand (a) other post-secondary destinations outside of the BC public system, and (b) the intentions of high school students who had not continued on to post-secondary education almost two years after graduation from high school.

Unlike the FRC research, the current study was provincial in scope and includes analysis of results on the basis of six regions, where appropriate. The survey and report development was guided by a small subcommittee (membership in addition to BCCAT staff listed below). The survey was implemented in March 2008 by R. A. Malatest & Associates under contract with the Ministry of Education with whom BCCAT had a Memorandum of Understanding. The research report was prepared by CCL and is available at bccat.ca/pubs/wheredidtheygo.pdf. The newsletter, which will be broadly distributed, is expected to be completed in early spring 2009.[20]

[19] See key findings under Section 2.2.b of this report.

[20] Key findings are outlined under 2.3.a of this report.

High School Graduate Survey Subcommittee Members:

Joanne Heslop	*STP Manager (formerly of the FRC)*
Tracy Lavin	*Principal Researcher, Canadian Council on Learning*
Mario Mazziotti	*Director, Institutional Research, BC Institute of Technology*

g) Secretariat Support to BCRA Task Group on Helping Students Understand Admission GPA Calculations

At the November 2006 meeting of the BCRA, BCCAT presented a report on the implications for students of institutions using different rules when calculating admission GPAs, the most obvious of which is the inability to anticipate what their GPAs will be upon transfer. In response, the BCRA agreed to strike a Task Group on Helping Students Understand Admission GPA Calculations to see what steps might be taken to better inform students about admission GPA calculations. BCCAT provided secretariat support for the Task Group.

At its November 2007 meeting, the BCRA endorsed a recommendation by its Task Group to develop generic language acceptable to all institutions in order to inform students about admission GPA calculations and about the various factors that influence the admission GPA. Generic language describing admissions GPA calculations was developed with the recommendation that it be posted on institutional and BCCAT websites and be included in relevant publications. This recommendation was discussed by the BCRA at its November 2008 and February 2009 meetings. At the latter meeting, the BCRA endorsed generic language to be posted on the BCCAT website only, with links to the information to be made on institutional websites and in relevant publications. This language can be found at bccat.ca/admissions/grades.cfm.

h) Environmental Scan on Need for System-wide Work on Institutional Admissions Processes and Practices

BCCAT's Task Force on Standards and Processes, which was formed in 1995, conducted a survey and released a report in December 1997 with numerous recommendations on how to address inter-institutional admissions issues at the administrative level. Results of the Task Force's work included agreement on the BC Transfer Guide being the official record of course equivalencies, the beginnings of a transfer friendly course outline form, and common rules for course numbers and prefixes. The Task Force ceased to exist when the Admissions Committee was formed because it was felt that the mandate of this committee encompassed work formerly done by the Task Force.

BCCAT undertook an environmental scan in 2008-09 to assess whether there is a perceived need and support for system-wide work on admissions processes and practices for the benefit of students. Two separate web-based surveys were conducted, one with high school counselors and other secondary school staff and the other with post-secondary staff. A report was prepared and key findings were reported to the BCRA in February 2009 and the Admissions Committee in March. The full report is available at bccat.ca/pubs/admissionsscan09.pdf.

The surveys revealed that the perceptions of secondary school staff are often markedly different from those of post-secondary staff. Chief concerns include perceived inconsistencies across post-secondary institutions in admissions procedures, rules of entry, and terminology and difficulties finding post-secondary information across disparate websites. The Admissions Committee will recommend whether any further work should be done in 2009-10 in consultation with the BCRA, as a result of this environmental scan.

i) Update on Council of Ontario Universities' Policy on Admissions of Graduate Students

In June 2006, BCCAT released a paper entitled *Recognition of Degrees from Non-AUCC Member Institutions: A Review of Issues*. The purpose of the paper was to elaborate and promote discussion on the situation in which some universities, particularly in Ontario, were not considering graduates with baccalaureate degrees from non-AUCC (Association of Universities and Colleges of Canada) institutions for entry into graduate and professional programs.

This policy affected students graduating from degree programs offered by some BC colleges, university colleges, and institutes.

BCCAT raised this issue at a number of forums, conferences, and meetings. In December 2006, the Council of Ontario Universities (COU) formally approved a *Statement on Advanced Study at Provincially Assisted Ontario Universities* which was "intended to serve as a guide for answering questions about the eligibility and admissibility of students with undergraduate degrees to university graduate and professional programs." The intention of this statement was to clarify that their universities were committed to carefully examining all applicants and "admitting students who are best qualified and most likely to succeed in these programs." The Statement stipulated that:

> *Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed.*
>
> *Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.*

In 2008, we requested that COU inform us of their assessment of the extent to which Ontario universities had implemented the Statement. This request was forwarded to the Ontario Council of Academic Vice-Presidents and they "confirmed that the universities are adhering to the Statement and are considering applicants to graduate and professional programs on a case-by-case basis, taking account, as the Statement provides, of 'the appropriate range of academic and other relevant evidence'."

6 RESEARCH

6.1 Research Committee

The Research Committee identifies specific research projects that support the Council's mandate and objectives and that can provide useful information pertaining to student mobility and transfer effectiveness in the BC post-secondary system. Research Committee members also act as peer reviewers for commissioned research reports; given the large number of research reports sponsored in 2008-09, they were very busy in that role.

At the recommendation of the Research Committee, five university reports profiling BC College Transfer Students were undertaken this year; it had been five years since the last set of such reports was completed (see item 6.2.c below). In addition, an analysis of survey results highlighting students' admissions and transfer experiences was sponsored for the fourth time and three years after the last study: the 2008 DACSO survey results follow those of the 2005, 2002, and 2000 CISO surveys (see item 6.2.b below for more detail). In consultation with the Research Committee, Council staff members invest considerable resources in the development, publication, and dissemination of a number of research publications.

Committee Members:

Bill Krane (Chair)	*Associate Vice President Academic and Associate Provost, Simon Fraser University*
Lesley Andres	*Associate Professor, Department of Educational Studies, University of British Columbia*
Kathleen Bigsby	*Director, Institutional Analysis and Planning, Kwantlen Polytechnic University*
Bob Cowin	*Director, Institutional Research, Douglas College*
Tony Eder	*Director, Institutional Planning and Analysis, University of Victoria*
Karin Kaercher	*Instructor, Criminal Justice Department, Camosun College*

6.2 Research Projects

a) Fifteen Years Out: Occupational and Educational Patterns of the Class of '88

The newsletter-style report on the longitudinal research on the educational and occupational patterns of the BC Grade 12 graduating class of 1988 fifteen years later did not occur in 2008-09 as the researcher was on sabbatical and unavailable to complete the work.

b) 2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia

In 2007-08 the Outcomes Working Group (OWG) agreed to include a full set of admissions and transfer questions in the 2008 Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) survey, formerly known as the College Institute Student Outcomes (CISO) survey. BCCAT had requested this in order to learn more about students' admissions and transfer experiences. BCCAT contracted with BC Stats to undertake the analysis, a full report, and a newsletter on the results. These were completed in 2008-09, as planned, and include comparisons with key findings in the 2005 and 2002 surveys.

The population eligible for inclusion in the DACSO survey changed since 2005, with the 2008 survey excluding baccalaureate graduates (now included in the Baccalaureate Graduate Survey). In addition, the 2008 survey approach employed both web and telephone data collection methodology (the web being used for the first time for admissions and transfer questions). Therefore, caution should be taken when comparing results on satisfaction and level-of-agreement questions across survey years, as the research shows that telephone respondents are more likely to give positive ratings. The full report and newsletter can be found at bccat.ca/pubs/bcstats08.pdf and bccat.ca/pubs/rr_mar09.pdf.[21]

c) BC College Transfer Student Profile Reports by SFU, UBC, UNBC, and UVic

Four universities (SFU, UBC, UNBC, and UVic) completed reports in this fiscal year profiling BC College Transfer Students admitted to their respective universities in the period 2003-04 to 2007-08. The "profile" reports provide a great deal of demographic information on students who have transferred to each university from a BC college, university college, or institute (the names of the "sending" institutions used in these reports are those that were in place during the timeframe of the study). The reports include information on where these students have transferred from, number of credits previously completed, program of study entered, etc. Also included is detailed information about academic performance such as admission average, percentages in selected courses, general trends in performance from admission through graduation, and degree completion rates. Where appropriate, comparative information is also provided for students admitted as high school entrants. The reports are available online at:

- bccat.ca/pubs/SFUProfile0708.pdf
- bccat.ca/pubs/UBCProfile0708.pdf
- bccat.ca/pubs/UNBCProfile0708.pdf
- bccat.ca/pubs/UVICProfile0708.pdf

The reports include information on where these students have transferred from, number of credits previously completed, program of study entered, etc. Also included is detailed information about academic performance

Thompson Rivers University will complete its first profile report for the same five-year period early in 2009-10. Meanwhile, BCCAT has contracted with Ashley Lambert-Maberly in the office of Planning and Institutional Research at UBC to prepare a newsletter integrating the findings of the five BC College Transfer Student profile reports prepared by the universities. The newsletter is expected to be completed early in 2009-10.

d) UVic Student Engagement Research

BCCAT has contracted with the office of Institutional Planning and Analysis at the University of Victoria to undertake a student engagement research project. Based on the National Survey of Student Engagement (NSSE) administered to its 1st and 4th year students, UVic's analysis will compare levels of engagement for transfer versus direct entry students in its 2006 and 2008 cohorts in all faculties. Findings can then be compared to those from UBC's similar study which found that transfer students were more academically and less socially engaged than direct entry students. Interestingly, UBC's findings differ from NSSE results in the United States. UVic's study design is expected to be generalizable to other BC institutions who administer NSSE or similar surveys. The research report and newsletter are scheduled to be completed in spring 2009.

e) Pan-Canadian Consortium on Admissions and Transfer (PCCAT) Research

BCCAT is actively involved in the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). Members of PCCAT discussed at their June 2008 meeting how best to collect and analyze data on the transfer of post-secondary students across provincial boundaries. Such information is completely lacking at the national level because the provinces and territories have jurisdiction over higher education. The decision was made to develop transfer student profile reports, similar to past BCCAT reports, in which institutional records over a multi-year period would be analyzed to determine the number of students enrolled who had previously completed credits from another public post-secondary institution in another province or territory and how these students performed.

The PCCAT Research Subcommittee was formed, and two BCCAT staff serve on the subcommittee, one of them as Chair. The subcommittee includes members from BC, Alberta, Saskatchewan, Ontario, New Brunswick, and Nova Scotia. The subcommittee has developed a template for the kinds of information that would be required in profile reports to be conducted in one or more universities in each of these jurisdictions. The plan is to complete an individual profile report at each university plus a national report summarizing the results of the individual reports. The subcommittee has approached the Council of Ministers of Education, Canada (CMEC) for funding for the research project, but CMEC's decision will not be made until later in spring 2009.

[21] See key findings under Section 2.3.b of this report.

7 BCCAT WEBSITES AND RESOURCES

Over the past four years, BCCAT has invested significantly in the redevelopment of all of its websites and underlying technologies. We continue to implement enhancements to Education Planner with the assistance of the Education Planner Advisory Committee. In addition, resources were dedicated this year to finding greater efficiences in the articulation process via improvements to the Transfer Credit Evaluation System. A new format for publications and comments from users on the website is currently being developed, and we are making minor enhancements and changes to the Transfer Credit Evaluation System and BC Transfer Guide. These enhancements are summarized below.

7.1 Transfer Credit Evaluation System (TCES)

The Transfer Credit Evaluation System (TCES) is used by all institutions that are part of the BC Transfer System to create and maintain articulation agreements. The system was launched in 2005 in conjunction with BCTransferGuide.ca. Enhancements to the TCES this year focused on the articulation process.

a) Articulation Request Backlog

This year, based on feedback from the Transfer and Articulation Commitee (TAC) and the Institutional Contact Persons (ICPs), BCCAT invested resources in addressing the articulation request backlog. In 2007-08, there were 12,943 new articulation requests submitted. For the same period in 2008-09, there was a dramatic reduction in the number of new requests, down to 7,537. This represents a 42% reduction in the amount of articulation requests made over the previous year. It is believed that this reduction was the result of an increased effort made this year to properly educate institutions on when it is appropriate to submit new articulation requests. Institutions in the past have often submitted courses for evaluation to institutions where there were no corresponding programs, which led to a backlog of articulation requests.

Additionally, there was greater vigilance in removing upper level requests, eliminating duplicate requests, and removing requests based upon user queries. Institutions have become more selective in whom they submit requests to and, as a result, the number of requests has gone down. Interestingly, even though the number of requests decreased, there was only a slight drop in the number of distinct courses that were submitted for articulation. In 2007-08, 2,645 distinct courses were submitted for articulation, and on average each course was submitted to 4.9 institutions. In 2008-09, 2,578 unique courses were submitted for articulation, to an average of 2.9 institutions.

With the reduction in articulation requests, the number of completed articulation evaluations increased. In 2007-08, there were 7,338 completed evaluations. In 2008-09, there were 8,672 evaluations completed, an increase of 18%. It is possible that, with the lower number of new articulation requests, receiving institutions have had more time to deal with their current pending requests. The following chart summarizes articulation activity through the TCES.

Articulation Requests

	April 1, 2006 - March 31, 2007	April 1, 2007 - March 31, 2008	**April 1, 2008 - March 31, 2009**
Number of articulation requests	11,735	12,943	**7,537**
Number of distinct courses submitted for articulation	2,451	2,645	**2,578**
Average number of articulation requests per course	4.8	4.9	**2.9**
Total number of articulation evaluations	5,871	7,338	**8,672**

BCCAT is currently developing a time limit for articulation requests that will result in requests that have not been responded to within one year of submission being removed from the TCES. It is believed that a number of articulation requests are not being responded to because courses are often being submitted to receiving institutions where there are no corresponding programs. Such "pending" requests then languish within the TCES. The new time-limiting feature is currently being developed in the TCES and is expected to launch by spring 2009.

Overall, the BC Transfer system is working more efficiently now as senders have become more responsible about the courses they submit, and receivers have in turn been more responsive to articulation requests. With regard to the articulation backlog, even without implementing a one-year time limit, the backlog has been significantly reduced this year through a combination of education and completed evaluations. Once the one-year time limit is implemented, the backlog will have largely been eliminated, and the BC Transfer System will be well positioned for a more sustainable model for maintaining the BC Transfer Guide for the years to come.

7.2 BCTransferGuide.ca

a) Web Statistics

Several thousand agreements were added to the BC Transfer Guide this year as a result of the regular articulation process occurring through the TCES. A summary of BC Transfer Guide and TCES statistics is as follows:

	March 31, 2005	March 31, 2006	March 31, 2007	March 31, 2008	March 31, 2009
Number of individual "sending" institution courses	7,921	8,757	9,074	9,723	**10,192**
Number of active course transfer agreements (agreements with either no official end-date or an end-date after March 31, 2008)	57,520	55,656	56,555	61,206	**66,360**
Number of active transfer agreements per course	7.3	6.4	6.2	6.3	**6.5**
Number of Block Transfer arrangements	786	759	746	894	**899**
Number of changes made to the database records	20,234	9,721	8,820	14,125	**10,798**
Number of grandparented course transfer agreements*	27,506	36,208	39,090	43,636	**45,907**
Total number of agreements in the BC Transfer Guide (including active and grandparented agreements)	85,026	91,864	95,795	104,842	**112,267**

* Course transfer agreements with an end-date prior to March 31, 2009, for which transfer credit is still available.

In addition, there are a number of program-specific transfer guides which contain several thousand equivalencies that fall outside of the traditional sender/receiver model. (These are available online at bctransferguide.ca/program.)

Visits to the BC Transfer Guide in 2008-09

Year/Period	Total Visits	% Increase (over previous year)
April 2006 - March 2007	420,190	
April 2007 - March 2008	451,090	**7.35%**
April 2008 - March 2009*	522,567	**15.86%**

* Data for July through September 2008 was not available due to a technical error.
Therefore the numbers for these months are based on the average monthly visits from April 2008 through March 2009.

b) Course Outlines and Web Services

BCCAT explored the possibility of publishing course outlines submitted via the TCES on the BC Transfer Guide website for access to users. While ICPs and the TAC were generally in favour of course outlines being available on institutional websites, they were concerned about the currency and potential misinformation that access to course outlines on the BC Transfer Guide website would provide. As such, BCCAT decided not to proceed with this idea.

Several institutions began using the BC Transfer Guide web service this year, which enables institutions to pull data directly from the BC Transfer Guide and display them on their home websites. New institutions using the BC Transfer Guide website this year were Vancouver Island University, College of New Caledonia, and the University of Victoria.

c) Business Management Transfer Guide

In fall 2007, BCCAT undertook an audit of the Business Management Transfer Guide (BMTG), which is a program specific transfer guide within the BC Transfer Guide. The goal of the audit was to verify listings in the BMTG with the course-to-course guide to ensure currency and accuracy. It became apparent during the course of this audit that the BMTG was not being properly maintained, and this discovery resulted in the immediate removal of several institutions. In order to determine how to best remedy the BMTG, the issues were discussed at length with the Business and Commerce Articulation Committee in 2008 who decided that a broader consultation was required. The results of that consultation showed that there was little support to continue the BMTG; therefore, BCCAT's Transfer and Articulation Committee moved in February 2009 that the BMTG should be discontinued. BCCAT will work with the Business and Commerce Articulation Committee in 2009-10 to develop an appropriate transition plan for the remaining equivalencies listed in the BMTG.

7.3 EducationPlanner.ca

BCCAT continued to manage the Education Planner website in 2008-09. Education Planner is a searchable website that provides admissions information on approximately 1,700 undergraduate programs at 25 public post-secondary institutions and 3 private institutions. BCCAT continued its contractual relationship with Pardy and Associates for content management and Bayleaf Software Inc. for technical support services, including hosting of BCCAT's websites.

a) Changes to Institutions

This year saw changes to several institutions which were granted university status by the BC Provincial Government. As a result, changes were made to the names and language used throughout Education Planner to properly reflect the new status of the five additional universities. As well, BCCAT revised its policy with regard to inclusion of private institutions that are part of the BC Transfer System to allow them access to Education Planner on a cost recovery basis. BCCAT is initiating discussions with Fairleigh Dickinson University, Quest University, and University Canada West about greater inclusion in both the BC Transfer Guide and Education Planner websites.

b) Independent Review of Education Planner

This year BCCAT contracted Al Atkinson, retired Vice President of Student Services at Douglas College, to conduct an independent review of Education Planner as part of a recommendation of BCCAT's Admissions Committee to determine the site's overall effectiveness and to serve as an accountability measure to government. The report reviewed Education Planner's governance and project management, effectiveness, marketing, site security, and sustainability. Several user surveys and focus groups were conducted as part of the review. Overall, the review indicated that Education Planner is functioning well in most areas reviewed and highlighted some areas where BCCAT could make improvements. BCCAT is taking the report under advisement in consideration of its 2009-10 work plan. The full report is available at bccat.ca/pubs/EPreview.pdf.

c) Web Statistics

Education Planner continues to undergo developments and enhancements, ensuring its ongoing accessibility and usability as the main resource for BC secondary school students in planning their educational pathways. BCCAT undertook a number of marketing initiatives this year to help raise the profile of EducationPlanner.ca and BCTransferGuide.ca, including the launch of BCCAT's first full-scale transit ad campaign. (Previous transit ad campaigns had operated on a short term basis.) These activities continue to result in increased usage statistics for Education Planner.

Visits to EducationPlanner.ca in 2008-09

Year/Period	Total Visits	% Increase (over previous year)
April 2006 - March 2007	480,511	
April 2007 - March 2008	539,226	**12.2%**
April 2008 - March 2009*	611,349	**13.4%**

* Data for July through September 2008 was not available due to a technical error.
Therefore the numbers for these months are based on the average monthly visits from April 2008 through March 2009.

Additional Statistics on EducationPlanner.ca

	2007-08	2008-09
Number of Undergraduate Program Profiles	1710	**1678**
Number of Graduate Programs	533	**531**

d) Education Planner Advisory Bodies

BCCAT continues its commitment to improving Education Planner on an ongoing basis, based on feedback from users and from the Education Planner Advisory Committee. Committee members include:

Voting Members:

Rachel Abrams	*Research Officer, Labour Market Competitiveness and Analysis Branch, Ministry of Advanced Education and Labour Market Development*
Dana Arthurs	*Parent, BC Confederation of Parent Advisory Councils*
Karen Barnstable	*Instructor, School District 23*
Christina Chow	*Admissions Advisor, Langara College*
Kate Cotie	*Manager, Policy and Agency Coordination, Policy and System Quality Branch, Ministry of Advanced Education and Labour Market Development*
Charito Elderfield	*Manager, Graduate Standards Unit, Ministry of Education*
Marijke Merrick	*Career Development Coordinator, Delta School District*
Heather Roberts	*Admissions Recruiter, Simon Fraser University*

Non-Voting Members

Devron Gaber	*Associate Director, BCCAT (Chair)*
Mike Winsemann	*Transfer and Technology Manager, BCCAT*
Jean Karlinski	*Research Coordinator, BCCAT*
Linda Pardy	*Pardy and Associates*
George Tomes	*Bayleaf Software Inc.*

In May 2008, BCCAT established a second advisory body by bringing together the key contacts at each post-secondary institution for work related to Education Planner. The group was named the Education Planner Institutional Contacts (EPIC). These contacts are listed on the Education Planner website at educationplanner.ca/about.cfm?page=24.

e) Recent Enhancements

This year, as a result of user feedback from BCCAT's inaugural EPIC meeting, the main focus was on the development of an online institutional interface which will enable institutions to report program information to Education Planner and provide institutions with greater access to data available on the website. The goal of this interface is to help streamline the content management process and find efficiencies over the current manual process. BCCAT is embarking upon a pilot of the new interface with a few institutions to demonstrate to users for feedback at the second EPIC meeting in May 2009. BCCAT is conscious of the workload implications for institutions and is proceeding cautiously and collaboratively to ensure that BCCAT continues to meet the needs of its institutional partners.

Other minor enhancements made to the site this year include:

- a budget comparison tool that allows users to compare budget plans for programs saved in their MyEdPlanner accounts;
- the development of a graduate program subject classification system;
- a re-classification of BCIT part time programs to allow inclusion in Education Planner; and
- further minor improvements to personalization in the MyEdPlanner section.

7.4 BCCAT.ca

The BCCAT website continues to undergo enhancements as required. A summary of some of the changes is provided below.

a) Website Changes and Updates

With the reclassification of university colleges as universities, a detailed review of all the content on the BCCAT website was undertaken. This review updated the names of the affected institutions and revised content related to the former university colleges. This content review was completed in time to coincide with the official name changes of the new universities.

In addition, BCCAT launched Really Simple Syndication (RSS) feeds for BCCAT publications and announcements. This allows users to subscribe to new content published on the BCCAT websites and enables them to receive notifications via an RSS reader or within their email clients.

b) Review of Transfer System Information

A significant review and revision of the transfer system information was completed this year. The main goal was to simplify some of the complex information to make it more accessible to a non-expert reader. Some revisions were simply necessary to add information about new BCCAT policies or changes to existing ones. The most extensive revisions were to the sections "Accreditation and Quality Assurance," "Membership," and "Transfer from Private Institutions." These first two sections were revised partly to reinforce the roles of the Research Universities' Council of British Columbia (formerly known as The University Presidents' Council) and the Degree Quality Assessment Board in determining which institutions become transfer system members. It was also necessary to reflect a shift in the way we conceptualize membership in the system: we have moved away from the "Institutional" and "Program" membership categories toward a more equitable concept where institutions admitted since 2004 are simply called "New Members." Changes to the "Transfer from Private Institutions" section were mostly to include information on our new policy "Recording Block Transfer Agreements with PCTIA-accredited Institutions."

8 BCCAT MARKETING AND COMMUNICATIONS

BCCAT marketing and communications has formed an increasingly significant part of the Council's workplan in recent years. As ever, our goal is (a) to ensure that students, advisors, parents, and other potential users receive the information and support they require to make good use of BCCAT resources as they navigate the BC post-secondary system, and (b) to report on developments, issues, and research of importance to the BC Transfer System. For this reason, an in-house Marketing and Communications (MAC) team oversees the implementation of the Council's strategy. The following items summarize the work of the MAC team this past year.

8.1 Advertising and Outreach

a) Transit Ad Campaign

BCCAT continues to seek ways to inform and encourage students in their educational planning. In fall 2008, we ran a 16-week transit ad campaign to raise awareness about BCCAT's two student-oriented websites, EducationPlanner.ca and BCTransferGuide.ca. Ads were displayed on buses in every region of BC and on the SkyTrain system, posted in trains and at selected stations throughout the Lower Mainland. Following that campaign, we made the decision to hold a year-long ad campaign which will run until the end of December 2009, at which time we will review our strategy and make changes as appropriate.

Since launching our first campaign, back in 2006, our web statistics have indicated that usership of both sites has increased significantly (10-15%) year on year. We are also very encouraged to see notably high volumes of web visits during registration periods.[22] Students appear to be getting the message: BCCAT resources are vital tools for planning their post-secondary education.

Students appear to be getting the message: BCCAT resources are vital tools for planning their post-secondary education.

b) Outreach Activities

We are always on the lookout for opportunities to increase awareness regarding the usefulness of BCCAT websites for post-secondary planning. This includes participating at career and education fairs, speaking at conferences and institutions throughout BC, and undertaking a variety of advertising initiatives. This year BCCAT staff members participated in or presented at the following events:

- Education and Career Fairs (Victoria, Vancouver, Kamloops, Kelowna)
- SkillsBC Competition (Abbotsford)
- Career Education Society (Vancouver)
- Educause (Orlando, Florida)
- Career Development Conference (Vancouver)
- Presentations at various institutions (by invitation)
- BC Higher Education Reception (Vancouver)
- BC Registrar's Association Conference (Vancouver)

These events present valuable opportunities to interact with students, parents, teachers, and advisors. Recent comments received from a number of respondents at career fairs regarding their reactions to Education Planner and BC Transfer Guide were particularly encouraging. Some noted their appreciation for the accessibility and simplicity of EducationPlanner.ca, as a central resource for information on admissions at multiple institutions ("more helpful than

[22] See Section 7, regarding BCCAT websites, for website statistics.

surfing all of the internet!"), and were relieved to know there was a "one-stop" web resource offering such extensive information ("Most helpful booth yet."). Others expressed enthusiasm for Education Planner as a "vital tool" and conveyed their eagerness to inform and equip others to use these web resources ("I need to tell my friends about this.")

BCCAT staff continue to search for fresh ways to communicate with students and alert them to the usefulness of BCCAT planning tools. We are currently exploring the possibility of using web-based strategies, such as social networking sites, and web advertisements. One project, now underway, involves the development of a series of YouTube videos featuring student testimonials regarding EducationPlanner.ca and BCTransferGuide.ca.

c) Promotional Materials and Other Advertising Initiatives

In addition to the transit ad campaign, BCCAT published several other similar ads in print publications this year, including the following:

- *Georgia Strait* (Education Issue)
- *Our Voice* - the BC Confederation of Parent Advisory Councils (BCCPAC) magazine
- *YouThink* (the educational supplement issue)
- *BC Counsellor* magazine

In addition, we stocked up on a number of promotional materials such as bookmarks,[23] brochures (reprints), and give-away items (such as pens, lanyards, and bags) for distribution at education and career fairs and related events to reinforce the message about BCCAT resources for post-secondary planning.

8.2 BCCAT Publications

This has been a busy and productive year for BCCAT in terms of our publications. A comprehensive list of items published in 2008-09 is provided in Appendix A of this report.[24] The Council produces a wide variety of publications, including brief, non-technical information pieces outlining the work of BCCAT; special reports or discussion papers inviting input on current projects; general newsletters as regular updates to the system; handbooks/reference materials; advisory bulletins; full research reports; and research summaries. Each publication is specifically written and designed according to purpose and audience.

In addition to several project-specific publications referenced throughout this report, two more general publications are worth mentioning here:

- *2007-08 BCCAT Annual Report to the Ministry of Advanced Education*
  This report gives a detailed account of the projects and activities carried out by the Council in 2007-08 and includes a comprehensive listing of publications and data concerning BCCAT website usage and transfer activity carried out through the Transfer Credit Evaluation System (TCES). bccat.ca/pubs/ar07-08.pdf

- *Fall 08 Engage Newsletter*
  This newsletter provides an overview of the major projects and activities carried out by BCCAT in 2008, including research highlights and key reports and publications. (See bccat.ca/pubs/Engagefall08.pdf.)

This year also saw the first publication of an e-newsletter (available online at bccat.ca/pubs/esl.cfm).[25] This marks a new direction in BCCAT publications: we are currently reviewing our processes and are exploring which publications may be most suitable for web-based, HTML format and which (e.g. handbooks, other reference materials) should remain available in print form. Our aim is to ensure that BCCAT publications are accessible and widely available to all who would benefit from these resources.

[23] A sample is provided in Appendix D.

[24] Due to an unusually heavy publication workload this year, and the emergence of a number of unforeseen projects, two projects were not completed: a brochure on transfer for an international audience and a brochure outlining the role and mandate of BCCAT. These will carry forward to 2009-10.

[25] See Section 4.2.1.d for information about the ESL/English Canadian Language Benchmarks report and newsletter.

9 SYSTEM COLLABORATION

9.1 Ministries, Agencies, Groups, and Organizations in BC

During this fiscal year, Council staff members interacted with many of the organizations and committees that serve the BC post-secondary system. BCCAT staff members attend meetings for a number of these groups. In these cases, staff members frequently contribute to agendas and, in turn, the system committees provide BCCAT with excellent advice and cooperation. Occasionally, joint projects or extensive collaboration occur. In some cases, contact is on an "as needed" or "as requested" basis. BCCAT also consults with Ministry staff and keeps them informed of Council activities and projects, while keeping abreast of developments within government that intersect and impact upon its work.

a) General Consultation

This year, some of the major areas of consultation with these system groups included:

- follow-up on the recommendations of the BCCAT Consultation: Recalibrating the BC Transfer System, including;
  - consultation regarding the potential for articulation with PCTIA-accredited institutions;
  - consultation regarding the Alberta institutions policy; and
  - implementation of the new receiving institutions designation policy;
- discussions with the Industry Training Authority (ITA) on matters related to Education Planner and to articulation committees;
- interaction with associations of deans and vice-presidents on articulation-related matters;
- presentations to numerous post-secondary committees and groups about findings from the STP's mobility research;
- participation on subcommittees for the student mobility research agenda of BCCAT and the STP, including work on the mobility of transfer students and applicant flows;
- working with a Task Group of the BC Registrars Association (BCRA) to help students understand how admissions GPAs are calculated; and
- consultation with the BCRA on BCCAT's project to conduct an environmental scan on admissions processes and practices and on the future direction of applicant research.

In summary, consultation occurred with the following groups:

- BC Deans of Arts and Science Programs (BCDASP)
- BC Associate Registrars and Managers Association (BCARMA)
- BC Association of Trades and Technical Administrators (BCATTA)
- BC Career Colleges Association (BCCCA)
- BC College Presidents (BCCP) and Board Chairs
- BC Institutional Researchers and Planners (BCIRP)
- BC Institutional Research and Planning Directors Association (BCIRPDA)
- BC Registrars Association (BCRA)
- BC Prior Learning Assessment Network (BCPlan)
- Confederation of University Faculty Associations of BC (CUFA-BC)
- Council of Senior Student Affairs Leaders (CSSAL)
- Council of Education Council Chairs (CoEdCo)
- Degree Quality Assessment Board (DQAB)
- Federation of Post-Secondary Educators of BC (FPSE)
- Industry Training Authority (ITA)
- Irving K. Barber BC Scholarship Society (IKBBCSS)
- Ministry of Advanced Education and Labour
- Market Development (ALMD)
- Ministry of Education (MEd)
- Outcomes Working Group (OWG)
- PASBC Steering Committee
- Private Career Training Institutions Agency (PCTIA)
- Senior Academic Administrators' Forum (SAAF)
- Student Transitions Project (STP)
- The Research Universities' Council of British Columbia (RUCBC) - including the 2008 BC Higher Learning Symposium
- University Institutional Research Directors
- University Vice-Presidents' Academic Committee (VPAC)

b) Student Transitions Project (STP)

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education and Advanced Education and Labour Market Development and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system. Much of BCCAT research on student mobility under its Admissions Committee has become part of the STP work plan, and the Council's representative chairs the STP Steering Committee and serves as supervisor of the STP Project Manager. BCCAT also hosts most STP Steering Committee and subcommittee meetings. (See Section 5.3.1, items a to d, for a description of BCCAT research that was conducted under the auspices of the STP.)

c) BCcampus

BCCAT continued to work closely with BCcampus in a variety of ways this past year. The Executive Directors (Frank Gelin and David Porter)[26] of both organizations met periodically to discuss issues of mutual concern. Devron Gaber continued as a member of the PASBC Steering Committee, and Mike Winsemann served on PASBC's Transcript Exchange Task Force. Staff members from both organizations met regularly to discuss technological advances and sharing of content in their respective web resources. Finola Finlay contributed a chapter, *Articulation and Transfer of Online Courses*, to Education for a Digital World, jointly published by BCcampus and the Commonwealth of Learning. The book is now available at www.col.org/resources/crsMaterials/Pages/edDigitalWorld.aspx.

d) BC Career Colleges Association (BCCCA)

Staff members met on several occasions with the Executive Director of the BCCCA to discuss general matters related to public/private articulation and the specific matter of the new policy on articulating with PCTIA-accredited institutions. Staff members also attended and presented at the BCCCA annual conference.

e) Business Process Review

The Ministry of Advanced Education and Labour Market Development advised BCCAT staff members of the government's intention to hire an independent contractor to facilitate a "business process review" of some facets of transfer and articulation processes currently employed in the BC Transfer System. BCCAT met with the Ministry to discuss this project and provide advice on factors that should be considered before implementing the project.

f) Degree Quality Assessment Board (DQAB)

Frank Gelin attends regular monthly meetings of the DQAB as a non-voting member. He also informs the Board of any relevant issues that arise pertaining to the approval of new private institutions becoming members of the BC Transfer System or of articulation-related problems that arise among existing institutions. The time commitment required for DQAB membership is considerable but relates significantly to BCCAT's mandate and role. This year, under the provisions of the revised New Members Policy, BCCAT provided input into the DQAB's annual review of private institutions with degree authorization.

g) Irving K. Barber BC Scholarship Society (IKBBCSS)

In October 2004, the Premier announced the province's 15 million dollar investment to create the Irving K. Barber BC Scholarship Program. Named in honour of philanthropist and Slocan Forest Products chairman Irving K. Barber, the program provides scholarships to students transferring from a community college to the degree-granting institution of their choice. In 2008, 86 BC transfer students were awarded scholarships of $5000 each under this program. Since 2004, several additional endowments have been provided to the Society and now total 38 million dollars.

Frank Gelin relinquished his position as the inaugural Chair at the Society's Annual General Meeting in the fall of 2007 but continued in the position of Past-Chair on the Board of Directors in order to facilitate a smooth transition of

[26] Names of staff members are used where the activities of specific individuals are referenced. The names and titles of BCCAT staff members are provided in Section 1.4 of this report.

responsibilities. In addition, considerable work was undertaken to finalize criteria for granting awards to aboriginal students. Aboriginal scholarships will be granted in 2009 and 2010 using a $500,000 one-time grant provided by the government given that there were no available revenues earned from the 10 million dollar endowment received in 2007. Frank Gelin participated with the Chair in seeking additional one-time funding from the government for the Society's other scholarship programs given the limited revenue now available as a result of the major drop in the market value of its endowments.

h) Ministry of Education: New Secondary School Mathematics Curriculum

BCCAT staff members assisted the Ministry of Education to disseminate information about the new mathematics curriculum for the secondary school system. Implementation of this curriculum will have implications for post-secondary admissions policies in general and for prerequisites for some programs. Therefore, staff members undertook to facilitate the introduction of Ministry of Education personnel to the chairs of relevant post-secondary committees and groups and to encourage these groups to invite presentations on the new curriculum.

i) Private Career Training Institutions Agency (PCTIA)

Council staff members indicated a willingness to serve as observers on PCTIA institutional audits. This year, one staff member participated in an institutional review and found the process to be very educational.

j) Meeting Room Facilities

As an ongoing service, the Council provided meeting room facilities for a wide variety of groups and organizations in the post-secondary and K-12 sectors of the public education system. This represents a considerable convenience to our colleagues in education and provides system-wide cost savings.

k) Other Support

Occasionally, BCCAT staff members are called upon to supervise academic theses or to be part of doctoral committees. This year Devron Gaber served on a doctoral committee, and Finola Finlay served as an external examiner for a UBC graduate course project.

BCCAT staff members took time this year to provide assistance to a Brock University Masters of Education student whose thesis project involves investigating the development of the BC Transfer System as a model to consider when examining student mobility between and among mid-sized Ontario universities. The student interacted with BCCAT staff who provided her with key publications to review, participated with her in numerous focus groups and interviews, and arranged for her to attend Council and committee meetings.

Staff members also provided input for the external review of UBC's Enrolment Services and met with staff of the Justice Institute to assist them to develop transfer processes. Devron Gaber attended several meetings of the newly formed group called the BC Prior Learning Assessment Network (BCPlan).

9.2 Out-of-Province, National, and International Organizations

This year the Council continued to play a leadership role in facilitating the improvement of student-friendly policies and practices that will enhance student mobility and transfer between institutions across the country. The following highlights outline key activities carried out by Council this year:

a) Alberta Council on Admissions and Transfer (ACAT) and the Saskatchewan Council for Admissions and Transfer (SaskCAT)

In 2007, ACAT and BCCAT developed and approved a Memorandum of Understanding titled the *British Columbia/ Alberta Transfer System Protocol* "...to provide assurance to students that they will receive transfer credit for courses or programs they have successfully completed where the content/outcomes are demonstrably equivalent to those offered at the institution to which they transfer." In furtherance of this protocol, in 2008 BCCAT finalized a policy that enables Alberta post-secondary institutions to become members of the BC Transfer System where the volume of transfer students warrants such inclusion. BCCAT plans to begin implementing its policy by no later than fall 2009.[27] ACAT has commenced consideration of developing an equivalent reciprocal policy.

ACAT and BCCAT have had a successful collaborative relationship for several years. This year, that collaboration was expanded to include SaskCAT. BCCAT staff met on two occasions with representatives of ACAT and SaskCAT to explore ways in which the three Councils could develop strategies for future collaboration to ensure that learners moving between all three provinces are able to access quality learning opportunities and receive appropriate recognition for their previous post-secondary studies. The key strategies identified focused on the sharing of information and transfer related resources, alignment of transfer policies where possible for the benefit of students, and seeking opportunities to support Pan-Canadian mobility. A work plan was developed to implement these strategies.

This year BCCAT staff participated in a teleconference with ACAT staff on the formation of articulation committees and provided advice to the University of Saskatchewan on transfer processes and research.

b) American Association of Collegiate Registrars and Admissions Officers (AACRAO)

BCCAT staff members (Devron Gaber and Frank Gelin) and one Council member (Jody Gordon) gave a presentation at the 2008 annual AACRAO conference entitled: *The Student Transitions Project: Transforming Student Data into Strategic and Enrolment Planning Information.* The Executive Director also chaired a roundtable on course articulation at AACRAO's Second Annual Transfer Conference in February 2009. On behalf of AACRAO, Frank Gelin began consulting with a number of individuals across the US to determine their interest in having some form of amalgamation occur among the three national transfer conferences (AACRAO Transfer Conference, Biennial Conference on Transfer, and National Institute for the Study of Transfer Students Conference). Frank is in the process of preparing a summary of his findings which will be forwarded to AACRAO.

c) Association of Registrars of the Universities and Colleges of Canada (ARUCC)

BCCAT staff members (Frank Gelin, Devron Gaber, and Jean Karlinski) attended the biennial conference of ARUCC. Frank gave a presentation along with David Hinton, Registrar at the University of New Brunswick, Co-Chair of PCCAT, and President of ARUCC, entitled *Improving Transfer Credit Opportunities for Students*. Devron, Jean, and Jody Gordon (Council member) gave a presentation entitled *Enrolment Planning and Analytics: Using System-Wide Data to Help Recruit and Retain Students.*

d) Canadian Council on Learning (CCL)

The Canadian Council on Learning co-funded with BCCAT the development and implementation of a survey of 2005-06 BC high school graduates who had not transitioned to a public post-secondary institution in BC by the end of the 2007 fall term. The CCL conducted the analysis of the data and wrote the detailed report on findings, working closely with a subcommittee of BCCAT. In addition, BCCAT provided input into the CCL's annual Survey of Canadian Attitudes to Learning (SCAL) by suggesting additional questions related to student mobility. The 2009 SCAL findings have now been published at: www.ccl-cca.ca/CCL/Reports/SCAL. Finally, Devron Gaber and Mike Winsemann met with Barry Anderson to discuss a proposed project, involving the (CCL), to build a national student website.

[27] See Section 4.3.1.a for details.

e) Canadian Society for the Study of Higher Education

Devron Gaber attended a conference of the Canadian Society for the Study of Higher Education in Vancouver and participated in a panel discussion entitled *Research, Policy, and Politics: Enhancing the Dialogue*.

f) Council of Ministers of Education Canada (CMEC)

Frank Gelin was invited to attend and present at CMEC's Quality Assurance Symposium in Quebec City. His presentation was entitled *Linking Credit Transfer and Quality Assurance*. BCCAT staff members consulted extensively with CMEC seeking their active participation in PCCAT and their financial and staff support to conduct an inter-provincial research project on transfer student mobility and success. Frank Gelin participated in regular teleconference meetings of the CMEC Working Group on Credit Transfer. He represents the Province of British Columbia on this national committee. The committee reviewed and recommended a few minor revisions to the *2002 Ministerial Statement on Credit Transfer in Canada*. Each year, BCCAT submits an annual update on transfer activities in BC for the CMEC Transfer Credit report. The report for 2008-09 has been submitted, and is available online at bccat.ca/pubs/CMECReport_March09.pdf.

g) New Brunswick

Frank Gelin met at the invitation of Nora Kelly, Deputy Minister of Education in New Brunswick, to discuss the BCCAT model for coordinating the BC Transfer System. He also met over two days with the Deputy Minister and senior administrators from New Brunswick public and private post-secondary institutions to discuss the structure and function of BCCAT in light of that Province's consideration of establishing an agency to coordinate and facilitate credit transfer. *The Commission on Post-Secondary Education Report (2008)* has since recommended several steps to develop a viable transfer system in that Province.

h) Ontario:

i) Council of Ontario Universities (COU) and Colleges Ontario (CO)

The Executive Director participated in a teleconference with the Colleges Ontario-Council of Ontario Universities Joint Task Force on Student Mobility and Pathways that was investigating the establishment of a new agency responsible for coordinating transfer arrangements among Ontario post-secondary institutions. In June 2008, the Executive Director met with a group of individuals including staff of Colleges Ontario, College/Institute Presidents and other senior administrators, and Ontario Ministry representatives to discuss and provide advice on this matter.

The Executive Director also met with Paul Genest, President and CEO of COU, to discuss the status of Ontario universities implementing the December 2007 COU Statement on Advanced Study at Provincially Assisted Ontario Universities. The COU was asked to advise BCCAT on the extent to which Ontario universities were in compliance with that policy statement. In February 2009, COU wrote a letter to BCCAT stating that the Ontario Council of Academic Vice-Presidents have confirmed that the "universities are adhering to the Statement and are considering applicants to graduate and professional programs on a case by case basis, taking account, as the Statement provides, of 'the appropriate range of academic and other relevant evidence'."

In addition, staff members assisted the Ontario Universities Registrars Association (OURA) to recruit a speaker from BC for their annual conference on the topic of recent changes to the structure of the higher education system in BC and the impact of those changes on institutional transfer policy and practice, especially from a registrarial perspective. A council member, Jody Gordon, attended and gave that presentation.

ii) Higher Education Quality Council of Ontario (HEQCO)

BCCAT staff members provided information and advice to HEQCO on the BC Transfer System and the role of BCCAT within our system. Frank Gelin met with senior staff at HEQCO to discuss our research plans for the year and to see if their organization would support an inter-provincial research project on transfer student mobility and success.

i) Pan Canadian Consortium on Admissions and Transfer (PCCAT)

BCCAT staff members attended the annual meeting of PCCAT in Toronto. Finola Finlay and Val Yorkston undertook most of the planning for the meeting, and Frank Gelin co-chaired the meeting along with David Hinton, Registrar at the University of New Brunswick.

BCCAT hosted the first teleconference meeting of the newly established PCCAT Research Subcommittee to establish its Terms of Reference and plan a proposed research agenda for the coming year. Devron Gaber was elected to Chair this group and Jean Karlinski is a member. Since that first meeting, several other teleconferences have been held, a template for conducting transfer student profile reports at universities across Canada has been developed, and universities have been identified to participate in this national research project.[28]

j) Other Interactions

The following are additional examples of the involvement of BCCAT staff members in the wider transfer context in 2008-09:

- Frank Gelin met with Dr. Jaap Tuinman to provide advice regarding transfer credit issues for the new Peer to Peer University (www.peer2peeruniversity.org/), a new kind of university still in the concept stage.
- Val Yorkston & Raili McIvor attended the conference, *Canadian Perspectives on the Bologna Process*, in Edmonton to keep apprised of discussions and issues pertaining to the Canadian post-secondary context.
- On behalf of BCCAT, Frank Gelin responded to a survey funded by the German Research Foundation (DFG) related to analyzing reforms of public higher education institutions.
- Raili McIvor took the initiative to give feedback, on behalf of BCCAT, on the draft regulations for the Canadian Experience Class (CEC) of immigration, and in the final form of the regulations it appeared that her suggestions were adopted almost word for word. (For more about this aspect of Canada's immigration policy, see www.cic.gc.ca/english/information/applications/cec.asp.
- Raili McIvor liaised with the Provincial Nominee Program.
- Raili McIvor and Finola Finlay attended the *Solutions for Access Conference*, jointly funded by BC, Alberta and the Federal Government on the topic of the recognition of foreign credentials.
- Finola Finlay and Devron Gaber provided an extensive critique of a Statistics Canada *Youth in Transition* report on post-secondary drop-outs.
- Devron Gaber co-authored an article with Joanne Heslop, STP Manager entitled *Debunking Myths: The BC Student Transitions Project* for the journal "Education Canada."
- Devron Gaber participated on a review panel for the *Canadian Journal of Higher Education* for an article related to transfer and credential recognition.

[28] See Section 6.2.e for more information.

APPENDIX A:
2008-09 Publications and Resources

This appendix lists all of the publications and resources produced by BCCAT during the 2008-09 fiscal year. These and other BCCAT publications are also accessible online at bccat.ca/publications.

1. REPORTS and NEWSLETTERS (general)

a) **2007-08 BCCAT Annual Report to the Ministry of Advanced Education**
Produced by BCCAT, April 2008
bccat.ca/pubs/ar07-08.pdf

b) **BC Jurisdictional Report for CMEC**
Produced by BCCAT, April 2008
bccat.ca/pubs/CMECReport_April08.pdf

c) **Newsletter (Engage): BCCAT Newsletter - Fall/Winter 2008 Edition**
Produced by BCCAT, Nov. 2008
bccat.ca/pubs/engagefall08.pdf

d) **BC Jurisdictional Report for CMEC**
Produced by BCCAT, March 2009
bccat.ca/pubs/CMECReport_March09.pdf

2. RESEARCH REPORTS (project-specific, and related newsletters)

a) **Volume of Courses Students Carry Among Central Data Warehouse (CDW) Institutions: Implications for Recalibration of the BC Transfer System**
Prepared by Dale Box, April 2008
bccat.ca/pubs/coursescarried.pdf

b) **Research Results: Moving From Case-By-Case Transfer to Formal Articulation: Assessing the Business Case**
Prepared by Finola Finlay and Dale Box, Sept. 2008
bccat.ca/pubs/rr_coursescarried08.pdf

c) **Research Results: Mobility of BC Transfer Students - Fall 2006 to Calendar Year 2007**
Prepared by Joanne Heslop, STP Manager, Sept. 2008
bccat.ca/pubs/rr_mobility08.pdf

d) **Research Summary: Mobility of BC Transfer Students - Fall 2006 to Calendar Year 2007**
Prepared by Joanne Heslop, STP Manager, Sept. 2008
bccat.ca/pubs/mobilitysummary08.pdf

e) **Mobility of Adult Basic Education Students in BC: the 2004-05 Cohort**
Prepared by Jill Lawrance, for the ABE Student Mobility Committee,
in collaboration with and funded by BCCAT, Nov. 2008
bccat.ca/pubs/ABEstudentmobility2004-05.pdf

f) **EducationPlanner.ca: An External Review**
Prepared by Al Atkinson, Feb. 2009
bccat.ca/pubs/EPreview.pdf

g) **Profile of BC College Transfer Students Admitted to Simon Fraser University, 2003-04 to 2007-08**
Prepared by Jacy Lee, Liny Chan, and Rachel Chuang, Institutional Research and Planning, SFU, Feb. 2009
bccat.ca/pubs/SFUProfile0708.pdf

h) **Profile of BC College Transfer Students Admitted to the University of Northern British Columbia, 2003-04 to 2007-08**
Prepared by Linda Kupp and David Zajac, Institutional Analysis, Information and Technology Services, University of Northern British Columbia, Feb. 2009
bccat.ca/pubs/UNBCProfile0708.pdf

i) **Profile of BC College Transfer Students Admitted to the University of Victoria, 2003-04 to 2007-08**
Prepared by Jim Martell and Alan Wilson, Office of Institutional Planning and Analysis, University of Victoria, March 2009
bccat.ca/pubs/UVICProfile0708.pdf

j) **Profile of BC College Transfer Students Admitted to the University of British Columbia, 2003-04 to 2007-08**
Prepared by Ashley Lambert-Maberly, Planning and Institutional Research, UBC, March 2009
bccat.ca/pubs/UBCProfile0708.pdf

k) **Where Did They Go? Post-secondary Experiences, Attitudes, and Intentions of 2005-06 BC High School Graduates Who Did Not Pursue Public Post-Secondary Education in British Columbia by Fall 2007**
Co-funded and Prepared by the Canadian Council on Learning, Feb. 2009
bccat.ca/pubs/whereditheygo.pdf

l) **2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia**
Produced by BC Stats, Feb. 2009
bccat.ca/pubs/bcstats08.pdf

m) **Research Results: 2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia**
Produced by BC Stats, March 2009
bccat.ca/pubs/rr_mar09.pdf

n) **Environmental Scan of BC Post-Secondary Admissions: 2009**
Prepared by Nick Heath, March 2009
bccat.ca/pubs/admissionsscan09.pdf

3. POLICY PAPERS

a) **Recording Block Transfer Agreements with PCTIA-Accredited Institutions: Policy and Process**
Prepared by BCCAT, July 2008
bccat.ca/pubs/PCTIAblock.pdf

b) **Designation as a Receiving Institution in the BC Transfer Guide: Policy and Process**
Prepared by BCCAT, July 2008
bccat.ca/pubs/receivingpolicy.pdf

c) **BC Transfer System: New Members Policy**
Produced by BCCAT, Oct. 2008
bccat.ca/pubs/newmember.pdf

d) **Inclusion of Alberta Institutions in the BC Transfer System**
Produced by BCCAT, Dec. 2008
bccat.ca/pubs/albertapolicy.pdf

4. HANDBOOKS/RESOURCES

a) **Best Practice Guide: A Resource for Receiving Institutions**
Prepared by Nick Heath, Nov. 2008
PDF: bccat.ca/pubs/receiving.pdf HTML: bccat.ca/articulation/receiving/index.cfm

5. ARTICULATION PROJECTS

a) **Core Aims for Three Credits of First-Year Communications: Written Communications**
Prepared by Alexandra Richmond, Kwantlen Polytechnic University, Nov. 2008
bccat.ca/pubs/Communications-Core-Aims-2008.pdf

b) **Benchmarking First-Year English: An Analysis of the Language Proficiencies Required for Entry into First-Year English Composition**
Prepared by Catherine Ostler, Capilano University, Charlotte Sheldrake, University of Victoria, Vicki Vogel, Langara College, and Elizabeth West, Camosun College, Nov. 2008
HTML (e-newsletter): bccat.ca/pubs/esl.cfm
PDF (report) bccat.ca/pubs/ESL-Benchmarking-1st-yr-English.pdf

c) **Applied Business Technology/Office Administration: Legal Administrative Assistant Descriptive Pathways**
Prepared by Diane Blaney, Capilano University, Feb. 2009
bccat.ca/pubs/ABTPathways.pdf

6. OTHER

a) **BCCAT bookmarks**
Produced by BCCAT, Feb. 2009 (see sample provided in Appendix D)

BCCAT

Recalibrating the BC Transfer System

Final Report Recommendations: Status Report, December 08

Recommendations	Status	Anticipated Start Date to begin System Implementation	Anticipated Completion Date for System Implementation[1]
PRINCIPLES			
Recommendation 7.1 *That in contemplating changes in articulation and/or transfer policy or practice, BCCAT is guided by the principle of ensuring an efficient and effective transfer environment for students, while respecting the autonomy of institutions and their capacity to undertake changes in policy or practice.*	*Endorsed by Council Oct/2006.* *Basic principle that informs all the recommendations that follow.*	*Not applicable*	*Not applicable*
Recommendation 7.2 *That any changes to the structure of the BC Transfer System or to the nature and amount of information available in the BC Transfer Guide be examined carefully to ensure that such changes do not result in unintended negative consequences for students or place an undue administrative burden on institutions or on BCCAT.*	*Endorsed by Council Oct/2006.* *Basic principle that informs all the recommendations that follow.*	*Not required*	*Not required*

[1] *The anticipated start and completion dates are only current best estimates. They are subject to change because of the interaction of many complex variables including:*

- *new government legislation, regulation, and policy decisions*
- *continuing evolution of the structure and mandate of public sector institutions*
- *the magnitude and nature of growth of the private post-secondary sector*
- *institutional governance decisions that impact admissions and transfer policy and practice*
- *shifts in the demographic profile of the student population and in the economic and workforce needs of the province*
- *system advice and response to proposed BCCAT developed recommendations*
- *research findings, other studies, and the results of continuous evaluation and assessment of the overall effectiveness of our current transfer system, and identification of alternative approaches that will lead to further improvements.*

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
ACTIONS			
Recommendation 1 *That BCCAT staff develop a paper that explores fully the implication of lifting current designation restrictions.* *1.1 That staff seek input from system groups in the development of this paper and in its draft recommendations.* *That the TAC discuss this paper and forward their recommendations to Council.* 1.2 Note: Two separate phases required. Phase 1 likely to be confined to adding "receiving" institution designation; phase 2 to adding "sending" institution designation. Work plan to be developed.	*Receiving institution Designation Process in place.* *Best Practice Manual published.* *BCIT first institution to undertake process – currently underway, Douglas and Okanagan Colleges considering.* *Teleconference with university registrars to discuss universities as sending institutions, Nov 08.*	*Phase 1 June/2008* *Phase 2 2009*	*Processes and guidelines for phases 1 & 2 to be in place by 2010; Institutional implementation subject to their readiness and interest.*
Recommendation 4.2 *That BCCAT staff formulates a policy document, for discussion by the TAC and Council, on recording private/public articulation agreements in the BC Transfer Guide, based on the advice received in this consultation. The policy would describe the circumstances under which such agreements would be recorded, and how they would be represented in the BC Transfer Guide.* Note: The plan is to develop guidelines and processes whereby articulations between public institutions and private institutions not currently in the BC Transfer System can become eligible for recording in the BC Transfer Guide. The outcome of any new legislation flowing from the PCTIA review will influence this work.	*Policy approved by Council June 08.* *TAC vetted final dissemination process and supporting documentation in October.* *Policy now distributed widely across system.*	*Fall 2008*	*Ongoing*

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 4.1 *That BCCAT attempt to gather information about the number of students attending private institutions, and about the potential demand for private/public transfer.* Notes: new legislation passed (spring/07) to require private institutions to PEN students and submit student data to the Ministry upon request; to be phased in over several years. Fully dependent upon readiness of private institutions to submit quality student data based on PENs and speed at which AVED will implement PENning.	*BCCAT feasibility report completed (May/2007).* *BCCAT and PCTIA staff planning next steps subject to provisions of any new legislation.* *BCCAT staff will prepare document winter 2008/09 on expectations of private institutions in the transfer system, including non-degree-granting institutions. Expectation will encompass providing student mobility data.*	*2009*	*2020*
Recommendation 4.3 *That BCCAT continue to examine a more comprehensive approach to the inclusion of non-degree private institutions in the BC Transfer System.* Note: The key to success with this initiative is convincing public institutions that private institutions have successfully passed a credible and relevant quality assurance review. Need either to wait until new PCTIA related legislation is passed that includes new accreditation criteria or for the development of a more comprehensive accreditation system as recommended by the Campus 2020 report.	*PCTIA review completed. PCTIA bylaws undergoing change.* *In addition, government decisions re Campus 2020 recommendation to implement an accreditation system will inform this recommendation.*	*2011*	*2015*
Recommendation 5.1 *That BCCAT staff prepare a document for discussion at the TAC and Council that outlines the conditions under which Council would entertain an application from an out-of-province institution that might apply for inclusion in the BC Transfer System.*	*Document developed, including proposed approaches. For Council discussion June 08, Oct 08. Final policy approved Dec 08, but not yet implemented.*	*2009*	*NA*

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 2.1 *That BCCAT investigate implementing a search-by-region mechanism as an enhancement to BC Transfer Guide.*	*Done.* *Not supported by system; decision not to implement.*	*NA*	*NA*
Recommendation 3.1 *That BCCAT inform receiving institutions that, at their request, we will facilitate the articulation of third and fourth year courses in the BC Transfer Guide, using the Transfer Credit Evaluation System. There should be no obligation on any institution, sending or receiving, to submit or evaluate third and/or fourth year courses for transfer credit.*	*Done.*	*Mar/2008*	*2010*
Recommendation 6.1 *That BCCAT continue to provide funding and support to articulation committees and other groups that wish to pursue projects to improve transfer in specific disciplines, whether in academic or career areas.*	*Endorsed by Council (Oct/2006) and implemented.*	*NA*	*NA*
Recommendation 6.2 (Policy Direction to TAC) *That priority for funding in Transfer Innovations Projects should be given to projects that hold the promise of solving transfer difficulties in high-traffic disciplines, such as Flexible Pre-Major or multilateral transfer guide projects, and that BCCAT makes every effort to communicate clearly what such projects involve.*	*Endorsed by Council (Oct/2006) and implemented.*	*NA*	*NA*

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 3.2 *That BCCAT investigate the feasibility of exploring with BCIT a) the scope of student transfer to BCIT, and* *b) the experiences of students who transfer to BCIT. These projects can be planned for 2007-08, or as resources become available, and should be based on the willingness of BCIT to engage in such investigation.* Note: Longer term goal is to encourage the development of more formal articulation agreements for listing in the BC Transfer Guide rather than the current practice of case by case transfer assessments.	*a) Done: scope of BCIT transfer elucidated through analysis of STP reports.* *b) BCIT conducted internal consultation process.* *BCIT implementing plan to become receiving institution in the BC Transfer Guide.* *Council presentation in March 09.*	*2008-2009*	*NA*
Recommendation 3.3 *That BCCAT investigate the feasibility of exploring with UBC and SFU* *a) the scope of students transferring between the two universities, and* *b) the experience of students with their transfer. These projects can be planned for 2007-08, or as resources become available, and should be based on the willingness of UBC and SFU to engage in such investigation.*	*Scope of university-to-university transfer elucidated through analysis of STP reports.* *BCCAT will explore feasibility and business case, with universities, of developing university-to-university transfer tables (see also Recommendation 1).*	*2008 - 2009*	*NA*
Recommendation 2.2 *That BCCAT not pursue, at this time, any form of regionally-limited articulation.*	*Done.*	*NA*	*NA*

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 2.3 *That BCCAT continue to offer to facilitate transfer protocols where institutions request it, or where such a protocol enables transfer that would not occur in any other way, but that we otherwise not promote actively the use of transfer protocols as an alternative to course-to-course articulation for public institutions.*	*Done.*	*Ongoing.*	*Ongoing.*
Recommendation 8.2 *That, given the importance of hearing from students, and given the low response rate received from students to the Recalibration survey, that an additional survey be designed, targeted at students, with an invitation to participate posted on the BC Transfer Guide website.* Note: Student survey to be considered in 2011.	*Done (Oct/2006).*	*NA*	*NA*
Recommendation 8.3 *That BCCAT, in its communication plan, a) emphasize the dissemination of its information resources to appropriate target audiences, and* *b) examine how best to make its technology accessible to institutions through web services.*	*Significant increase in BCCAT's marketing and communications activities (transit ads, community newspapers, career fairs, etc.).* *Recalibration Special Report done and disseminated.* *BCCAT Transfer Guide and Education Planner now available through web services for individual institution websites.*	*Based on individual institution interest.*	*Ongoing.* *Ongoing.*

APPENDIX C: 2008-09 Activities Related to Expanding the BC Transfer System

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

2008-09 Activities Related to Expanding the Transfer System

NOTE: "AR" references given below relate to the relevant section(s) of the 2008-09 Annual Report.

BCTransferGuide.ca

Developing and posting new information to the BC Transfer Guide related to new program transfer agreements, and information on non-traditional types of transfer. *(AR, 7.2)*

Supporting best practice in articulation and transfer by providing assistance with transfer issues, mediating transfer disputes as requested, presenting workshops and seminars on transfer and articulation processes, and responding to requests for information on articulation and transfer matters. *(AR, 4.3)*

Working with private institutions that are at the applicant stage of the DQAB process, and working with new members of the BC Transfer System to ensure that they are knowledgeable about BCCAT and System expectations and are committing to those norms and standards. *(AR, 4.3.2)*

Supporting and monitoring all articulation projects, including Transfer Innovations (TI) projects and Transfer and Articulation Projects (TAPs), and ensuring all transfer grids and guides are updated as necessary. *(AR, 4.2.1)*

Responding to requests for information from many sources, in and out of the province, and fielding many inquiries related to private institutions; and transfer routes not documented in the BC Transfer Guide. *(AR, 4.3.2.d)*

Determining Mobility of Students in CDW Institutions at the Course Level: write and publish a newsletter summarizing the findings. *(AR, 5.3.2.c)*

Coordinate Examination of **Entry and Exit Standards for ESL Students** in First Year English Courses *(AR, 4.2.1.d)*

- Phase I: four-page Special Report on *ESL Students and First Year University-Level English.*
- Phase II: project to study and determine the minimum language competencies in Canadian Language Benchmark terms for first year college/university English courses.

Coordinate Articulation with Private Post-Secondary Institutions *(AR, 4.3.2)*

- Private Degree-Granting Institutions Policy: Major Revision (New Members Policy)
- Articulation with PCTIA-Accredited Private Institutions
- Private Non-Degree Academic Programs
- Private Institutions Articulation Framework
- Inter-Sectoral Familiarization

Recalibrating the BC Transfer System: Implementing the Recommendations *(AR, 4.3.1)*

- Out-of-Province Institutions
- University-to-University Transfer
- BCIT Transfer
- Best Practice Guide
- Designation Policy (Phase II)

Transfer and Articulation Projects

- Articulation Requests Backlog *(AR, 7.1.a)*
- Business Management Transfer Guide *(AR, 7.2.c)*

Research

- BC College Transfer Student Profile Reports by SFU, TRU, UBC, UNBC, and UVic *(AR, 6.2.c)*
- UVic Student Engagement Research *(AR, 6.2.d)*

Education Planner

Policy and Guidelines on Private Institutions in Education Planner *(AR, 7.3.a)*

Websites *(AR, 7)*

- Ongoing Improvements to the Transfer Credit Evaluation System
- Further Enhancements to BCCAT Websites
- Updating Language throughout BCCAT Websites
- Re-do Map and Institutional Descriptors
- Incorporate Private Institutions

APPENDIX D: Promotional Materials

Need a plan?

You can plan your way to post-secondary success with free online tools and resources from BCCAT.

Let us show you how.

BCCAT

free online resources from bccat:

EDUCATIONPLANNER.BC.CA

BCTRANSFERGUIDE.CA
Your Guide to the BC Transfer System

free, dependable, accurate, accessible.

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BCCAT Bookmarks

Does your child need an education plan?

BCCAT is here to help

Does your child need a plan for their post-secondary education? BCCAT is here to help. The BC post-secondary world is full of opportunities, but where can your child start searching for the one that is right for her or him? With free online tools and resources from BCCAT, students can plan their way to post-secondary success.

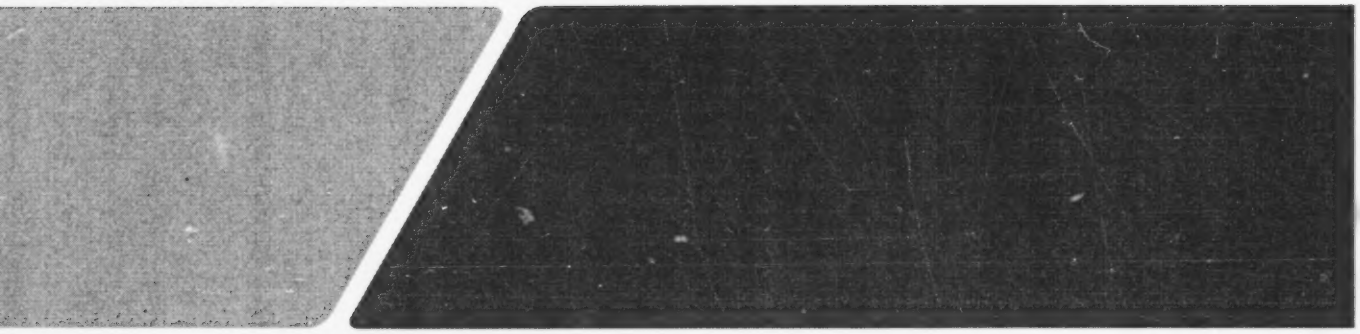
EducationPlanner.ca provides access to information on more than 1600 undergraduate programs at post-secondary institutions throughout BC. At EducationPlanner.ca, students can search programs according to their preferences and goals, compare program, admissions and tuition information, store and personalize their findings, review other students' opinions on programs, and link to career information.

What is transfer? It's what happens when one institution gives credit for courses or programs completed at another institution. About a third of all new university students from BC are transfer students. At BCTransferGuide.ca, students can find out about the many opportunities for transfer in BC, learn the basics and benefits of transfer credit, discover the path that works for them, and build and save a learning plan for future use.

EducationPlanner.ca and BCTransferGuide.ca are provided by the BC Council on Admissions & Transfer (BCCAT), which operates under the Ministry of Advanced Education & Labour Market Development.

BCCAT Your guide through post-secondary education.

BC Confederation of Parent Advisory Councils magazine advertisement



BCCAT Your guide through post-secondary education.

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